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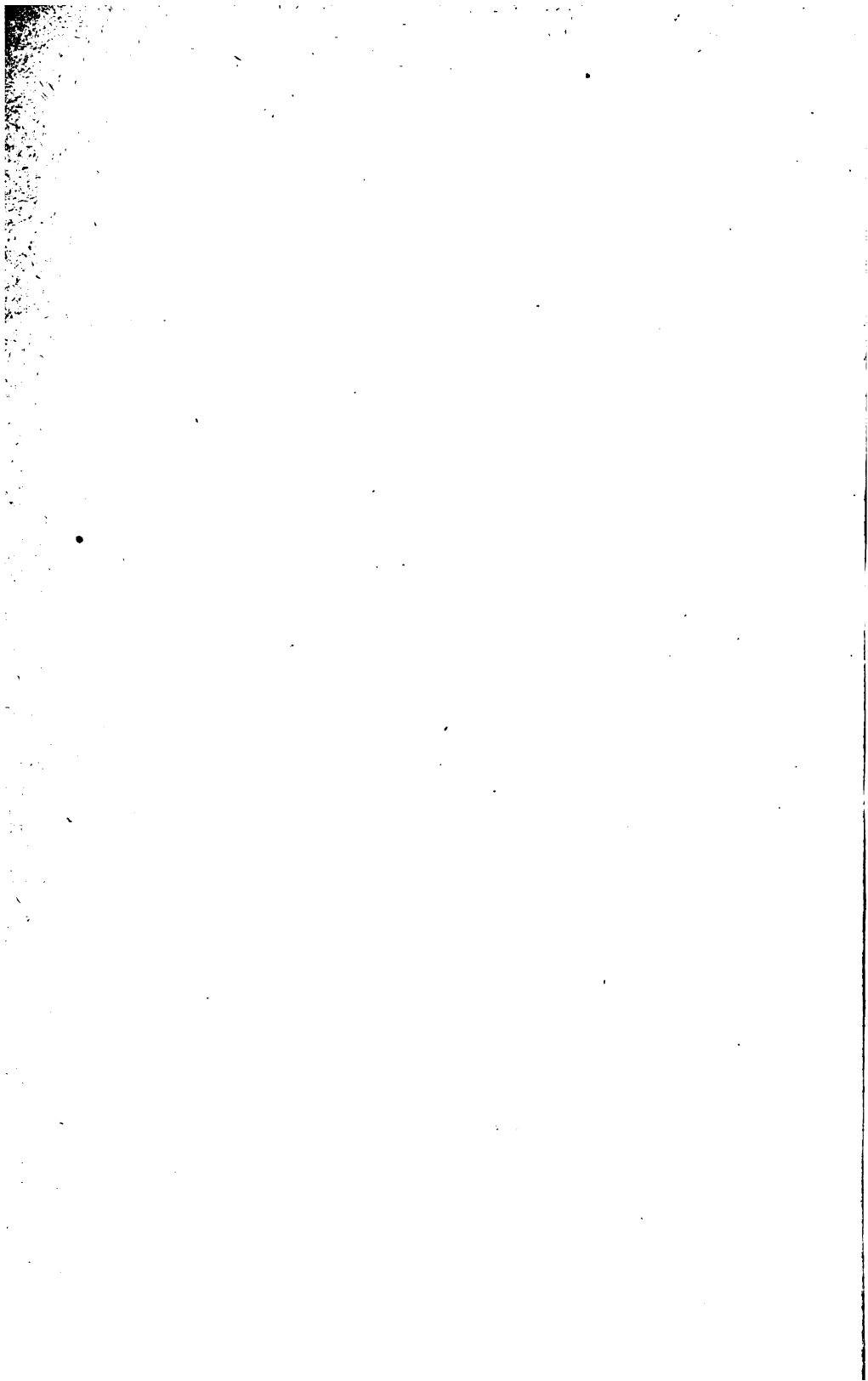
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MANUAL

OF THE

PUBLIC INSTRUCTION ACT

AND

REGULATIONS

OF THE

COUNCIL OF PUBLIC INSTRUCTION

OF

NOVA SCOTIA.



HALIFAX, N. S. :
COMMISSIONER OF PUBLIC WORKS AND MINES, QUEEN'S PRINTER.
1900.

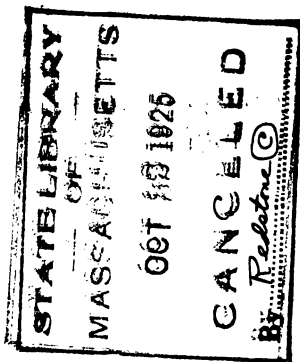
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Feb. 4, 1926



HALIFAX, September, 1900.

The Council of Public Instruction has directed the publication of a revised Manual of the Educational Statutes and Regulations, comprising "The Public Instruction Act," and such portion of "The Towns' Incorporation Act" as relate to the management of schools in incorporated Towns, together with the Comments and Regulations of the Council of Public Instruction.

The Public Schools of the Province of Nova Scotia are to be conducted agreeably to the provisions herein published.

BY ORDER OF THE COUNCIL OF PUBLIC INSTRUCTION.

A. H. MACKAY,

*Superintendent of Education,
and Secretary C. P. I.*

CHAPTER 52, R. S., 1900.

OF PUBLIC INSTRUCTION.

SHORT TITLE.

1. This Chapter may be cited as "The Education Short title.
Act."

INTERPRETATION.

2. In this Chapter, unless the context otherwise requires, Interpretation.
the following expressions shall be construed in the manner
in this section mentioned,—

- "Council" means Council of Public Instruction; "Council."
"Superintendent" means the Superintendent of Educa- "Superinten-
tion; dent."
"District board" means Board of District School Com- "District
missioners; Board."
"District" means any locality for which a district "District."
board is appointed;
"Trustees" means the trustees of a school section; "Trustees."
"Teacher" means a person, whether male or female, "Teacher."
holding a legal certificate of qualification for teach-
ing a public school;
"Municipality" means any locality under the jurisdic- "Municipality."
tion of a municipal council;
"School section" or "section" means a locality the "School
public school or schools of which are managed by a Section,"
board of trustees or commissioners; Section."
"Border-section" means a section embracing portions "Border
of two or more municipalities; Section."
"Ratepayer" means a person assessed and rated upon "Ratepayer."
the municipal rate-roll;
"Secretary" means secretary of trustees. "Secretary."

SCHOOLS TO BE FREE.

3. All schools established under the provisions of this Schools to be
Chapter shall be free schools, and every person over five free to all child-
ren over five.
years of age resident in a school section shall have the right
to attend the school in that section.

CHAP. 52.

COUNCIL OF PUBLIC INSTRUCTION.

Council of public instruction.

4. The members of the Executive Council shall constitute the Council of Public Instruction, five of whom shall form a quorum. 1895, c. 1, s. 1.

Powers of Council.

5. The Council of Public Instruction shall have power:—

To direct expenditure.

(1.) To direct, in all cases not specifically provided for by statute, the expenditure of such sums of money as are from time to time appropriated by the legislature for educational purposes, and to prepare and publish regulations under which moneys may be drawn and expended.

To appoint principal, &c., to Normal school.

(2.) To appoint a principal of the Normal and Model Schools, and also such assistant teachers as are found necessary, and to fix the salaries.

To regulate Normal school.

(3.) To make regulations for the conduct of the Normal School, prescribing the conditions of admission and graduation of students.

To divide province and appoint inspectors.

(4.) To divide the province into inspectorial divisions, and upon the recommendation of the Superintendent of Education to appoint an Inspector of Schools for each of such divisions, to make regulations for their direction, and to make such provisions for their payment as from time to time are deemed proper.

To grant and cancel teachers' licenses and classify teachers.

(5.) To classify teachers and to grant and cancel teachers' licenses.

To establish districts and appoint Commissioners.

(6.) To divide the province into districts, and to appoint the commissioners for each district, and to determine the place of meeting of the district boards.

To alter and consolidate districts.

(7.) To make alterations in the boundaries of any districts, and to consolidate two or more districts.

To fix time of meeting of district boards.

(8.) To fix the time of the annual meeting of each district board, and to call special meetings of any board when deemed necessary.

To determine appeals.

(9.) To determine all cases of appeal from the decisions of district boards and trustees, and make such orders thereon as are right.

To regulate holidays.

(10.) To regulate the time in session, holidays and vacations, of all public schools.

To prescribe form of school registers.

(11.) To prescribe the form of school registers for all public schools.

To prescribe text books, courses of study, &c.

(12.) To prescribe text books, courses of study, and apparatus for all public schools, proper books for school libraries, and plans for school houses; and also text books to be used for instruction required by this Chapter to be given as to the nature and effects upon the human system, of alcoholic liquors and narcotics.

(13.) To make regulations for constructing, locating and controlling county academies, and to authorize the payment of provincial grants to the same. **CHAP. 52.**
To regulate county academies.

(14.) To receive the recommendation of any inspector for separate apartments or buildings in any section for the different sexes or different colors of pupils, and to make such decisions thereon as it deems proper, subject to this provision, that colored pupils shall not be excluded from instruction in the public school in the section or ward in which they reside. To arrange for separate apartments. Colored pupils.

(15.) To appoint qualified persons to constitute a provincial board of examiners, who shall examine and report upon the written exercises at the annual examination of pupils who have pursued a high school course of study at the county academies, high schools, or elsewhere, the results of such examinations to be used as evidence of scholarship in the case of applications to the Council for licenses to teach; to prescribe the mode in which examinations shall be conducted, to designate the times and stations at which candidates shall present themselves for examination; and to make such further arrangements as are deemed necessary; to fix the remuneration of the examiners so appointed, and of the persons appointed to conduct the examination at each station. To appoint provincial board of examiners.

(16.) To appoint a lecturer on agriculture in connection with the Provincial Normal School, and to define particularly the duties of such lecturer. To appoint lecturer on agriculture.

(17.) To make regulations as to the outfit and management of schools in charge of teachers holding an agricultural diploma, and claiming the special grant provided for such schools. To regulate outfit and management of schools.

(18.) To distribute annually, under such regulations as it sees fit, a sum not exceeding \$250, as prizes or scholarships, for competition among the teachers who attend the course conducted by the lecturer on agriculture in connection with the Provincial Normal School. To distribute prizes among teachers taking course in agriculture.

(19.) To make regulations as to granting special aid to poor sections, and as to the sections which shall receive such special aid. To regulate granting of aid to poor sections.

(20.) To make any provisions, not inconsistent with this Chapter, that are necessary to meet exigencies occurring under its operation. 1895, c. 1, s. 2. To make general provisions.

SUPERINTENDENT OF EDUCATION.

6. The duties of the Superintendent shall be as follows:— Duties of Superintendent.

(1.) To have, subject to the Council, general supervision over and direction of the inspectors, the Normal School, model schools, county academies, high and common schools,

CHAP. 52. and any other educational institutions receiving aid from the province.

(2.) To enforce the provisions of this Chapter and the regulations of the Council.

(3.) To promote the establishment and efficiency of county academies.

(4.) To hold public meetings and institutes of teachers.

(5.) To inquire and report respecting the qualifications of teachers and management of schools..

(6.) To inspect, as often as possible, all the county academies, and, when directed by the Council, any school receiving provincial aid.

(7.) To prepare printed instructions and blank forms for all purposes required by this Chapter, and to furnish them gratuitously to the inspectors, district boards, trustees and teachers.

(8.) To make annually for the information of the legislature a report on the state of the academies and schools subject to his inspection and supervision, accompanied by full statistical tables and detailed accounts of the expenditure of the moneys appropriated under this Chapter.

(9.) To collect as far as possible the statistics of all educational institutions in the province, and to offer such suggestions on educational subjects as he deems proper.

(10.) To apportion annually as hereinafter provided, with the assistance of the inspectors, the municipal fund among trustees, and to pay the provincial grants to teachers semi-annually, in accordance with the provisions of this Chapter. 1895, c. 1, s. 4.

DISTRICT COMMISSIONERS OF SCHOOLS.

Existing division
province,
continued.

7. The division of the province into districts and the present districts boards, are hereby continued until altered by the Council.

8. Every district board shall consist of not less than seven commissioners of schools, appointed by the Council, for such district, and shall be a body corporate, under the name of "The Board of School Commissioners for the District of ———." 1895, c. 1, s. 3 (17), part.

Meetings of
boards.

9.—(1.) Every district board shall meet annually on the day appointed by the Council, and shall elect a chairman at each regular meeting, who shall call a special meeting when required by two members of the board, or when directed by the Council. In case of a special meeting the chairman shall notify the inspector of the same, and if the inspector is unable to attend, the board shall appoint a secretary *pro tempore*, who shall record the proceedings of the meeting, and preserve such record for the inspector, and transact any

other necessary business as directed by the board. In case CHAP. 52.
of the absence of the chairman, the commissioners may
appoint a chairman *pro tempore*.

(2.) Three members of the board shall constitute a Quorum.
quorum. 1895, c. 1, s. 6.

10. If when a meeting of a district board has been duly
called, no quorum attends, the Council shall, on the recom-
mendation of the inspector, perform the duties and exercise
the powers which should have been performed and exer-
cised by such district board at such meeting. 1895, c. 1,
s. 3 (17), part.

When no meet-
ing, Council to
perform duties
of board.

11. Every district board shall have power,—

Powers of board.

- (a) to make alterations in the existing boundaries of sections, and to create new sections, either where none previously existed, or by uniting or subdividing existing sections, provided that in no case shall any creation of a new section, sub-division of an old section, or union of two or more sections, take effect until the same is ratified by the Council;
- (b) to annex to any incorporated town for school purposes territory lying beyond the limits of the town and not forming part of any other school section;
- (c) to have in all cases of alteration of the boundaries of sections, the sub-division of old sections and creation of new sections, due regard to regulations made by the Council and the number of children in each section and the ability of such section to support an efficient school;
- (d) to number consecutively the school sections within the district;
- (e) to declare upon the inspector's report or other reliable information, the school house, or the houses or buildings used as school houses, or the appurtenances or grounds thereof, unfit for school purposes, and every such declaration shall be forwarded to the trustees of the section, and the condemnation shall, unless otherwise specified, take effect at the commencement of the next ensuing school year;
- (f) to appoint trustees or a trustee for any section in the special cases provided for in this Chapter;
- (g) to determine, subject to the ratification of the Council, that portion of the boundary of a border section which lies within the district. 1895, c. 1, s. 7, 5, part; 1898, c. 41, s. 1.

12. Every district board may take by conveyance, devise or bequest, and hold, any real or personal property in trust for the purpose of erecting and keeping in repair a

Board may ac-
quire pro-
perty in trust
for school pur-
poses.

CHAP. 52. school house or houses, and such district board may sue and be sued in respect thereto, but shall have no control over any school house or houses or lands as against the trustees of the school section or the inhabitants, other than is expressed by the conveyance or will. 1895, c. 1, s. 8.

Board may appoint committee.

13. Every district board shall have power to appoint a committee of not less than three of its number to perform the duties imposed upon it as to the appointment of trustees and the approval of sums to be rated and collected by the trustees of any section, and such committee when so appointed is hereby authorized to perform such duties. 1895, c. 1, s. 9.

Special aid to poor sections.

14. Every district board shall at its annual meeting determine what sections under its supervision are entitled to special aid as poor sections during the following school year. 1895, c. 1, s. 10, part.

Power of board on change of boundaries, &c., of section.

15. When any district board makes any alteration in the boundaries of a section, sub-divides a section or unites two or more sections, it may from time to time make such order or orders as it deems proper respecting the continuance and constitution of the board or boards of school trustees, and respecting the rights, property and liabilities of the sections affected by such alteration, sub-division or union, and generally to order and direct all things which become necessary to give effect to such alteration, sub-division or union. 1895, c. 1, s. 11.

When union of sections to take effect.

16.—(1.) No such alteration, sub-division or union shall take effect until the beginning of the next ensuing school year.

(2.) Notice of the next annual school meeting after such alteration, sub-division or union shall be given by the inspector, and such meeting shall elect a board of three trustees for the new section or sections. 1895, c. 1, ss. 7, 12.

Islands and sparsely settled districts.

17. Every district board may exempt from the sectional school rate, either wholly or in part, persons dwelling more than two and one-quarter miles from the school house in the section in which they reside, or on islands too distant from the mainland to permit children to attend school; and every such board may also make such arrangements as it deems necessary to establish schools on such islands, and in sparsely peopled places, for at least four months in the year. 1895, c. 1, s. 14.

SCHOOL SECTIONS.

Existing sections, continued.

18. The division of every district into sections as now existing, shall be continued until altered by the district board for such district.

19. An annual meeting of persons liable to pay school rates and poll tax shall be held in every section, and shall be called the annual school meeting. CHAP. 52.
Annual school meeting.

20. The school or schools of every section shall be managed by trustees, who shall be elected at the annual school meeting. Trustees.

ANNUAL SCHOOL MEETING.

21.—(1.) Except as in this section otherwise provided the regular annual school meeting of every school section shall be held in the school house of the section on the last Monday in June, at the hour of eight o'clock in the evening. Date of annual school meeting.

(2.) The Council may in the case of any inspectorial division, county or school section, fix an earlier day and another hour for the holding of such meeting.

(3.) If the school house is unsuitable for holding such meeting, any other suitable place in the section may be designated therefor by the trustees or, if there are no trustees, by the inspector.

(4.) Notice of every such meeting, signed by the secretary or by the trustees, or if there are no trustees, by the inspector, shall be posted up in not less than three public places in the section for not less than five days before the day fixed for the meeting.

(5.) Except in the case of a section in respect to which an earlier date than the last Monday in June has been fixed for holding such meeting by the Council, or in respect to which a place other than the school house has been designated for holding the meeting, no such meeting nor any election made nor business transacted thereat shall be held invalid because of any irregularity or failure in the posting of such notices. 1895, c. 1, s. 63.

22. The business of the annual school meeting shall be as follows :— Business at annual school meeting.

- (a) to elect a trustee or trustees ;
- (b) to determine the amount which shall be raised by the section to supplement the sums provided by the province and the municipality for the support of public schools in the section for the ensuing school year ;
- (c) to determine whether any and what amount shall be raised for the purchase of land for school sites, for the purchase or building of school houses, for the purchase or improvement of school grounds, for school libraries, or for general school purposes ;
- (d) to decide, unless they are already applicable, whether the provisions of this Chapter as to compulsory attendance shall apply to the section ;

CHAP. 52.

(*) to consider any subject deemed of importance to the educational interests of the section. 1895, c. 1, ss. 16 (part), 64 (part), 76.

Organization of meeting.

23.—(1.) The ratepayers, male and female, of the section present at any school meeting shall elect from their own number or otherwise a chairman to preside over the meeting, and a secretary to record its proceedings.

Powers of chairman.

(2.) The chairman shall decide all questions of order, and shall take the votes of ratepayers only, except as in this Chapter otherwise provided in the case of the election of trustees; he shall not vote except in case of a tie, when he shall have the casting vote. 1895, c. 1, s. 64, part.

Votes, declaration of, qualification.

24.—(1.) If any person who offers to vote at an annual or other school meeting is challenged as not qualified, the chairman presiding at such meeting shall require the person so offering to make the following declaration:

"I do declare and affirm that I am a ratepayer of this school section; that I have paid all sectional school rates for which I have been rated up to the close of the school year which ended on the 31st of July last, and that I am legally qualified to vote at this meeting."

Every person who makes such declaration shall be permitted to vote on all questions proposed at such meeting; but if any person refuses to make such declaration his vote shall be rejected.

Penalty for false declaration.

(2.) Every person who wilfully makes a false declaration of his right to vote shall be liable to a penalty of not less than five nor more than ten dollars, to be recovered by the trustees of the section, for its use, as a private debt.

Poll tax payers exempt.

(3.) This section shall not apply to persons who offer to vote at the election of trustees as poll tax payers under the provisions of the next succeeding section. 1895, c. 1, s. 65.

Poll tax payers qualified to vote.

25.—(1.) On depositing with the secretary of trustees previous to or at any school meeting the sum of one dollar, any person who is liable to pay the poll tax, and has paid all poll taxes previously imposed, including that of the current year, though not rated in respect to real or personal property, shall be qualified to vote in the election of a trustee or trustees at such meeting, and at any other meeting held for the election of trustees within a year from such deposit, unless the deposit has been refunded.

(2.) Money so deposited shall be refunded on demand in every case where no assessment is authorized by such meeting; otherwise it shall be retained as payment of the poll tax of the depositor. 1895, c. 1, s. 46.

Auditors.

26. The ratepayers present at each annual meeting shall appoint two competent persons to act as auditors for the ensuing year. The auditors shall, at least three days

before the next annual meeting, receive from the board of CHAP. 52. trustees or their secretary all the accounts, vouchers, agreements, and other documents connected with the year's business, and shall examine into and decide upon the legality and correctness thereof, and report thereon in writing to such ensuing annual meeting. If the auditors, or either of them, object to the legality or correctness of the trustees' accounts, the matters in dispute shall be decided by the annual meeting. 1895, c. 1, s. 67.

27. If the annual meeting fails to appoint auditors for the ensuing year, the next ensuing annual meeting may appoint auditors to examine the accounts of the preceding year, and report thereon either before the close of the annual meeting or at an adjourned meeting held for that purpose. 1895, c. 1, s. 68.

28.—(1.) If for any reason the annual school meeting is not held at the time fixed by this Chapter, or by the Council under the provisions of this Chapter, the trustee or trustees remaining in office shall give notice to the inspector of schools for the division within which the section is situated of the failure to hold the annual meeting at such time. Such notice shall be given if possible within a fortnight of such time.

(2.) The inspector of schools, on receipt of such notice, shall fix a time at which a special annual meeting shall be held; notice of such special annual meeting shall be given in the manner provided in the case of regular annual meetings.

(3.) If there are no trustees in a section the inspector of schools may, on the requisition of seven ratepayers, call a special annual meeting under the foregoing provisions and limitations. 1895, c. 1, s. 69.

SPECIAL SCHOOL MEETINGS.

29.—(1.) The trustees of any section may at any time, and when requested by a majority of the ratepayers of the section shall, call a special school meeting of ratepayers for the purpose of voting money, or adding to any amount previously voted, for any purpose authorized by this Chapter.

(2.) The trustees may call special school meetings for the consideration of subjects deemed of importance to the educational interests of the section. Notice of all special school meetings shall be given in all cases in the manner prescribed for annual school meetings. 1895, c. 1, s. 31.

30. The notice of every special school meeting, except a special annual meeting, shall distinctly specify the object or objects of said meeting, and it shall not be lawful to transact thereat any business not referred to in said notice. 1895, c. 1, s. 70.

CHAP. 52.

Board of
trustees.

TRUSTEES.

31.—(1.) Except in incorporated towns, every school section shall have a board of three trustees, and no section shall have more than one board. The powers and duties exercised by and imposed upon trustees by this Chapter shall in incorporated towns be exercised and discharged by commissioners of schools appointed for such towns as provided in "The Towns' Incorporation Act"

(2.) The trustees of every school section shall be a body corporate, under the name of "The Trustees of School Section No..... in the district (or districts) of....." 1895, c. 1, ss. 15, 21, part.

Who may be
elected trustees.

32.—(1.) One of the trustees may be chosen from the poll tax payers qualified to vote in the election of trustees; the remaining trustees shall be ratepayers of the section.

(2.) No district school commissioner, inspector of schools, or licensed teacher employed in the section, shall be eligible for the office of trustee of schools. 1895, c. 1, s. 17.

(3.) No person shall be qualified to be elected a trustee who,

(a) has ceased to reside in the section, or

(b) has been continuously absent from the section for more than six months, or

(c) is insolvent, or

(d) is permanently disabled from transacting business. 1895, c. 15, ss. 17, 18.

Effects of dis-
qualification.

33.—(1.) Any trustee who becomes disqualified under any of the provisions of the next preceding section shall thereupon and thereby vacate his office.

(2.) If any person so disqualified is elected trustee, his election shall be void.

(3.) Any person who acts as trustee after he becomes so disqualified shall be liable to a penalty not exceeding twenty dollars. 1895, c. 1, s. 18.

Trustees in new
section.

34.—(1.) At the first annual school meeting in every new section, and at the annual meeting in every section in which there are three trustees to be elected, three trustees shall be elected of whom the first trustee elected shall hold office for three years, the second for two years, and the third for one year.

(2.) Trustees elected at any annual school meeting after the first, except those elected to fill occasional vacancies, shall hold office for three years; retiring trustees shall be eligible for re-election. 1895, c. 1, s. 16, part.

Irregularities
not to invalidate
election, unless
objection taken.

35. No irregularity in the mode of electing a trustee shall invalidate the election, unless formal objection is taken thereto by a qualified voter before the adjournment of the meeting, if the person so elected possesses the qualifications required by this Chapter for the office of trustee. 1895, c. 1, s. 16.

36. No election of a trustee shall be declared or held to be invalid by reason of any non-compliance with the provisions of this Chapter as to the time or place at which any annual or special school meeting is held, nor by reason of any irregularity in the calling of such meeting, if it appears to the tribunal having cognizance of the question of the validity of such election that such non-compliance or irregularity did not affect the result of the election.

CHAP. 52.
Non-compliance
as to time, &c.,
not to affect
election.

37.—(1.) When the annual meeting fails to elect three trustees, or to fill the annual vacancy occurring in the trusteeship, or vacancies from other causes then existing, the district board for the district in which the section is situated, may, upon the written requisition of five ratepayers in the section, accompanied by a certificate from the inspector of schools that to the best of his knowledge and belief, founded on an inspection of the minutes of the school meeting or of the copy forwarded to him by the trustees, or if necessary on personal inquiry, that the alleged vacancy or vacancies actually exist, appoint a trustee or trustees, who shall hold office in all respects as if elected at the annual school meeting.

District board
may appoint
trustees when
none elected.

(2.) The board of trustees thus appointed shall as soon as practicable call a meeting of the ratepayers of the section in the manner provided for calling the annual meeting, and such meeting shall transact all business, except the election of trustees, required of the annual meeting, and in the same manner. 1895, c. 1, s. 13.

Meeting to be
called in such
case.

38. No trustee shall resign his office without the consent in writing of his co-trustees and of the inspector. 1895, c. 1, s. 23, part.

Resignation of
trustee.

39.—(1.) Every trustee who refuses to act shall be liable to a penalty of twenty dollars, to be recovered by the inspector, a district school commissioner, or any ratepayer in the section, and such penalty shall be paid to the inspector and applied by the district board of the district as special aid to the erection of school houses.

Penalty for re-
fusing to act.

(2.) The following among other things shall constitute a refusal to act under this section: Continued refusal or failure to attend the meetings of the board of trustees when notified; failure or refusal to issue the notices required under this Chapter; and failure or refusal generally to perform the duties or exercise the powers imposed or conferred on trustees after a written request has been addressed to him by his co-trustees or the inspector of schools to perform or exercise the same. 1895, c. 1, s. 23, part.

40. Any occasional vacancy in the board of trustees caused by death, removal from the section, continued

Occasional
vacancy, how
filled.

CHAP. 52. absence for more than six months, insolvency, permanent disability for business, refusal to act, or resignation, or acceptance of an official position which disqualifies the person holding the same from holding the office of trustee, shall be filled at an annual meeting or at a special school meeting called by the remaining trustee or trustees. The person elected to fill an occasional vacancy shall hold office only for the unexpired term of the person whose place he is chosen to fill. 1895, c. 1, s. 18.

Co-operation for
academy
instruction.

41. The trustees of any section in which an academic institution other than a county academy is established, may co-operate with an equal number of persons chosen by the governing body of such institution in order that the section may secure the educational advantages supplied by such institution; such combined board of trustees shall manage the school or schools of the section in accordance with the provisions of this chapter. 1895, c. 1, s. 19.

Admission of
pupils from
other sections.

42. The trustees of any section, with the permission of the inspector of schools, may, in their discretion, admit to school privileges pupils from other sections; and if the trustees deem it proper, they may exact from such pupils a reasonable tuition fee. 1895, c. 1, s. 20.

Trustees may
insure.

43. The trustees in the several sections may effect insurance on school houses. 1895, c. 1, s. 22.

Disposal of
school land.

44. When it is decided at any school meeting to change the site of a school house, or to dispose of school lands by sale or exchange, the trustees may, with the concurrence of the inspector dispose of such lands and purchase or accept other lands or sites in lieu thereof. 1895, c. 1, s. 25.

Regulation of
attendance of
pupils.

45. In any section having more than one department in its schools under one roof, or under separate roofs, the trustees, with the aid of the principal teacher or supervisor, shall regulate from time to time the distribution of the pupils among the several departments, according to their attainments. 1895, c. 1, s. 26.

Suspension or
dismissal of
teacher by trust-
ees.

46.—(1.) The trustees may suspend or dismiss from their employ any teacher for gross neglect of duty or immorality, and upon any such suspension or dismissal they shall immediately forward a written statement of the facts to the inspector and to the Superintendent.

(2.) The trustees by their unanimous resolution, approved by the inspector, may dismiss from their employ any teacher for incompetency, and upon any such dismissal, a statement of the facts shall immediately be forwarded by the trustees to the Superintendent.

(3.) Any suspension or dismissal under this section, shall be subject to an appeal by the teacher to the Council, which may reverse or vary the action of the trustees.

(4.) In the event of any teacher being suspended or dismissed under this section, the pay of such teacher shall thereupon cease, unless it is otherwise ordered upon appeal to the Council, but the teacher shall be paid ratably up to the time of the suspension or dismissal. 1900, c. 39, s. 1. CHAP. 52.

47. When any person has recovered a judgment against the trustees of any school section in their corporate capacity, the trustees of such section shall rate on the ratepayers of said section a sufficient sum to pay such judgment, and shall collect the same and pay it over to such judgment creditor. 1895, c. 1, s. 32. Judgment against section.

48. The trustees shall provide school privileges free of charge for all persons resident in the section between the ages of five and fifteen years, and for all over fifteen years of age who wish to attend school. The school accommodations shall be provided in accordance with the regulations of the Council, so that generally there shall be as nearly as possible at least one room and one teacher for every fifty pupils, with sufficient accommodations for properly graded departments of schools. 1893, c. 1, s. 24 (5). Duty of trustees to provide school privileges.

49. The trustees may lease or rent lands or buildings, if necessary, for school purposes for a period of not less than ten months, or if the inspector consents thereto for a shorter period. 1892, c. 1, s. 24 (3). Trustees may lease building.

50. The trustees shall, subject to the approval of the inspector for the division, determine the sites of school houses in the section. 1895, c. 1, s. 24 (4), part. Trustees to determine site of school house.

51.—(1.) If the owner of any land selected by the trustees and approved by the inspector as a school site refuses to sell the same, or demands therefor a price which the trustees deem unreasonable, the trustees may enter into possession of such land, and may serve upon the owner a notice stating the name of one arbitrator and requiring such owner within ten days from the date of the service of such notice to name another arbitrator to determine the amount of compensation to be paid for such land. Where owner of land refuses to sell, value to be fixed by arbitration.

(2.) If such owner neglects or refuses to notify the trustees of the appointment of an arbitrator within ten days after the service of such notice, the warden of the municipality within which such school site is situated shall, on the request in writing of the inspector, appoint such arbitrator. 1895, c. 1, s. 24 (4), part.

52.—(1.) The two arbitrators so appointed, together with the inspector, shall determine the compensation to be paid to the owner for the taking and use of such land as a school site. Award, how made.

(2.) Such arbitrators and the inspector, or any two of them, shall make an award in writing defining the bound-

CHAP. 52. aries of the land so taken as a school site and stating the amount determined upon as compensation therefor, and such award shall be final. 1895, c. 1, s. 24, (4) part.

53. Upon payment or tender to the owner of the amount of compensation so determined and the registration of such award in the registry of deeds for the registration district in which the land is situated, such land shall vest in the trustees for the use of the section as a school site. 1895, c. 1, s. 24 (4), part.

54. The trustees shall, subject to the approval of the inspector, select the design of the school building to be erected, and shall, subject to directions given by any school meeting, make all arrangements for the construction thereof.

55. It shall be the duty of the trustees of every school section :—

- (a) to take possession of and hold as a corporation all the school property of the section which was or may be purchased for or given to it for the use or support of common or high schools; provided always that they shall not interfere with any private rights or the rights of any religious denomination;
- (b) to contract with and employ a licensed teacher or teachers for the section, and where necessary licensed (or unlicensed) assistants, for a period not less than one year; provided, however, that for special cause, with the consent of the inspector, trustees may employ a teacher for a shorter period;
- (c) to have the school or schools open during the prescribed teaching days of the school year, and to notify as they deem proper the inhabitants of the section of the opening or re-opening thereof;
- (d) to visit the school or schools of the section at least four times in each year, and to be present, when practicable, at the annual examinations and the visitations of the inspector;
- (e) to expel from school any pupil who is persistently disobedient to the teacher, or whose conduct is such as is likely to injuriously affect the character of other pupils, or to suspend any such pupil until there are indications of reform;
- (f) to adopt efficient measures for the heating and ventilation of the school houses, the providing of proper out-houses, and for the general cleanliness of the school premises, and the preservation of the health of the school;
- (g) to give the prescribed notice of all annual and special school meetings required to be held under the provisions of this Chapter;

On payment, &c., of award, property to vest in trustees, &c.

Trustees to select design of school house.

Duties of trustees, &c.

Hold school property.

Employ teachers.

Give notice of opening of school.

Visit schools.

Expel pupils.

Provide for health of schools.

Give notice of meetings.

(h) to forward to the inspector within one week CHAP 52.
 after the annual school meeting of the section, Forward copy of minutes to inspector.
 a copy of the minutes of the meeting, duly signed
 by the chairman and secretary thereof. 1895, c. 1,
 ss. 27, part, 28, part.

56. The trustees shall present at the annual school Annual report.
 meeting a written report of the educational operations of
 the section for the year then ending. Such report shall
 contain an estimate of the financial requirements of the
 ensuing year, and be accompanied by a detailed account,
 previously audited, of all school moneys received and
 expended since the last annual meeting. 1895, c. 1, s. 28 (9).

57.—(1.) The trustees shall make a true return of the Return of state of school.
 state of the school according to the form furnished for that
 purpose, and stating all the particulars required by the
 Superintendent; and if there is more than one department
 in the section, a return for each, and shall lodge the same,
 duly certified by the teacher or teachers, at the office of the
 inspector, on or before the day fixed for the same.

(2.) If the section is a border section, the trustees shall Supplementary return in border sections.
 make a complete return to the inspector of that division
 in which the school house is situated, marking the same
 as the return of a border section; and a supplementary
 return to the inspector of the other division, containing the
 number of enrolled pupils belonging to each district, and
 the total days' attendance made by the pupils of each
 district. 1895, c. 1, s. 28 (10.)

SECRETARY OF TRUSTEES.

58. The trustees shall at their first meeting after the Secretary, trustees to appoint.
 annual school meeting, appoint a secretary of trustees, and
 shall furnish him with a suitable blank book, and such
 secretary shall enter therein, and carefully preserve, a
 correct record of all the doings of the trustees. 1895, c. 1,
 s. 24 (1), part.

59. The secretary of trustees shall give a bond to Security.
 Her Majesty, with two sureties, subject to the approval
 of the inspector, in a sum of not less than the
 amount to be raised by the section during the year, for
 the faithful performance of the duties of his office, and such
 bond shall be lodged by the trustees with the inspector.
 1895, c. 1, s. 33.

60. The secretary of trustees may resign, with the Resignation of secretary.
 consent in writing of the trustees and inspector. 1895, c.
 1, s. 35.

61. The secretary shall make up the school accounts Secretary's accounts.
 relating to the section at least three days before the annual
 meeting, and shall forward such accounts, together with all

CHAP. 52. vouchers and papers relating to the financial affairs of the section, to the auditors, who, after due examination of the same, shall report thereon at such annual meeting. 1895, c. 1, s. 71.

Duties of secretary.

62. It shall be the duty of the secretary, under the direction of a majority of the trustees,—

- (a) to keep the accounts and records of the trustees, and to collect and disburse all school moneys,
- (b) to keep the school house or houses and grounds in good repair, and furnish the same with comfortable furniture, fuel, prescribed school books, maps and apparatus, and to provide proper outhouses,
- (c) to promptly supply to the teacher or teachers copies of the school register prescribed by the Council, and carefully preserve the old registers,
- (d) to keep an accurate record of any books, maps or apparatus at any time procured for the use of the section,
- (e) to present the teacher with a copy of the inventory of the school property under his charge, and renew the same, particularly when a change of teacher occurs,
- (f) to take due care of the school library of the section, and to see that the same is managed in conformity with the regulations of the Council, and
- (g) generally to transact any business directed by a majority of the trustees, a record being first made in the minute book. 1895, c. 1, s. 36.

BORROWING POWERS.

Borrowing powers of trustees.

63. The trustees shall have power, when authorized by a school meeting, to borrow money for the purchase or improvement of grounds for school purposes, or for the purchase or building of school houses; and all such amounts, so borrowed, shall be repaid with interest at a rate not exceeding five per cent., by such number of equal yearly instalments, not exceeding twelve, as is determined by such meeting; and the money so borrowed shall be a charge upon the ratable property in the school section. 1895, c. 1, s. 21, part.

Debentures.

64. The trustees may issue debentures, with interest coupons attached, in the form in the first schedule to this Chapter, for any money so borrowed, and such debentures shall be signed by the trustees or any two of them, and shall be countersigned by the secretary.

Interest, &c., to be rated for.

65. The trustees shall annually provide by rate upon the school section an amount sufficient for the payment of such debentures and interest coupons as they respectively become due.

66. The trustees may, if it is deemed expedient, give CHAP. 52. any other form of security, approved by the inspector, for Other security. the repayment of any money so borrowed.

MODE OF SUPPORT.

67.—(1.) Salaries of teachers shall be provided for from Salaries of teachers, how provided. the following sources, that is to say,—

- (a) the provincial treasury,
- (b) the municipal school fund,
- (c) sectional school rates.

(2.) All other expenditures for the support of schools Other expenditures. shall be provided for from sectional school rates. 1895, c. 1, s. 44, part.

(1.)—*Provincial Aid.*

68. The sum of one hundred and ninety thousand Provincial school grant. dollars each school year shall be paid semi-annually, or as the Council prescribes, out of the provincial treasury, to the legally qualified teachers employed in the public schools conducted according to law, to be distributed to each teacher in conjoint proportion to the number of authorized days taught and to the following scale for the respective classes of licenses held by such teachers, and the status, as from time to time defined by the Council, of the schools in which such teachers are employed, namely :—

For Class D, in any public school	\$ 60
“ “ C, “ “ “	90
“ “ B, “ “ “	120
“ “ A, in a superior common school of prescribed status	150
“ “ A, in a high school of prescribed status	180
“ “ A, when principal of the high school of prescribed status in a section having at least three departments	210

1900, c. 43, s. 1.

69. Any teacher of class A or B who has graduated Graduates of school of agriculture. from the school of agriculture in the course of instruction prescribed by the Council, and is regularly employed in a public school with the appropriate equipment giving a special course of instruction in agriculture, as prescribed by the Council, shall in the distribution of the provincial grant referred to in the next preceding section be ranked on the pay list of the said grant as, respectively, of the lower, higher or highest rank of class A teachers according to the equipment of the school and the agricultural instruction therein as reported by the principal of the school of agriculture, whose duty it shall be

CHAP. 52. to inspect such schools and classify the same as "fair," "good," or "superior." 1900, c. 43, s. 2.

Assistant teachers, how paid.

70.—(1.) Assistant teachers, if provided with separate class rooms and regularly employed at least four hours in each day, shall receive two-thirds of the amount granted to principal teachers of the same class.

(2.) Nothing in this Chapter shall be construed to authorize the payment of any public funds to any unlicensed teacher, or to any school on account of the services of an unlicensed teacher. 1895, c. 1, s. 40; 1900, c. 43, s. 4

Manual training, payment for instruction in.

71. When the trustees or commissioners of any school section provide a department for manual training in any of the mechanical or domestic arts, with adequate equipment for at least twelve pupils at the same time, and have employed a teacher certified by the Council to be competent to give practical instruction therein, and have caused such instruction to be given free for one session of two hours each week to the residents of the section, and have in these and in all other respects efficiently conducted the public schools of the section in accordance with law, then the Council may pay out of the provincial treasury to such trustees or commissioners, in semi-annual instalments or otherwise, as determined by the Council, a sum of fifteen cents for each two-hour lesson to each pupil, provided that the whole amount so paid out of the provincial treasury to such trustees or commissioners shall not, in any year, exceed six hundred dollars. 1900, c. 43, s. 12.

(2.)—*Municipal School Fund.*

Municipal school fund, how rated.

72. The clerk of every municipality shall add to the sum annually voted for general municipal purposes at the annual meeting of the Council a sum sufficient, after deducting the estimated costs of collection and probable loss, to yield an amount equal to thirty cents for every inhabitant of the municipality, according to the census taken next preceding the making up of the collector's rolls for the municipality, and the sum so added shall form and be a portion of the amount to be rated upon the municipality. The amount so raised shall be paid annually, for the support of schools, by the treasurer upon the order of the Superintendent, and shall be called the municipal school fund. 1895, c. 1, s. 42.

Municipal clerk to give notice of amount so raised.

73. The clerk of every municipality shall immediately upon making up the collector's rolls in each year, notify the Superintendent and the inspector for the inspectorial division in which such municipality is comprised, of the

amount provided by municipal assessment for the support of schools during the ensuing year. 1895, c. 1, s. 47. CHAP. 52.

74. A sum not exceeding one-half the municipal school fund in any municipality, may be advanced from the provincial treasury to the municipality for a period not exceeding four months, and the municipality shall repay to the province such sum out of the municipal rates when collected. 1895, c. 1, s. 48. Advance on account of fund from province.

75.—(1.) The municipal school fund shall at the close of each year be apportioned to the trustees of schools conducted in accordance with the provisions of this Chapter, to be applied to the payment of teachers' salaries. Apportionment of fund.

(2.) Every school section shall be entitled to participate therein at the rate of twenty-five dollars per year for every licensed teacher employed, and the balance of such fund shall be distributed among the school sections according to the average number of pupils in attendance at schools in such sections, respectively, and the length of time such schools have been in operation during the school year, but no such school section shall receive any additional allowance in respect to any school on account of its having been in operation more than the prescribed number of days in any year. 1895, c. 1, s. 43.

76.—(1.) Subject to the provisions of this Chapter, the Superintendent shall allow to the trustees in any section, entitled to special aid as a poor section, one-third more from the municipal school fund than the allowance to other sections, and teachers employed in such poor sections shall receive one-third more from the provincial grant. Poor sections, special aid to.

(2.) No section employing a teacher holding a license higher than that of class D, so called, shall be entitled to receive the special aid provided for poor sections in respect to provincial grant to teachers.

(3.) No county shall be entitled to receive as special provincial aid to teachers employed in poor sections, more than three hundred dollars annually, and if the special grant to such teachers in any county for any half year exceeds one hundred and fifty dollars, the special grant to each of such teachers shall be reduced *pro rata*, so that the total amount of such special aid shall not exceed three hundred dollars for such year. 1895, c. 1, s. 10.

(3.)—Sectional School Rates.

77. Any amount required by a section over and above the sums provided out of the provincial treasury and municipal school fund, for the support and maintenance of a public school or schools during the school year, including the following objects, that is to say,— Further sums for support of schools to be determined at school meeting.

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- (a) the purchase or improvement of school sites or grounds,
- (b) the purchase, erection, furnishing, cleaning or repairing of school houses and outbuildings,
- (c) rent of buildings or lands,
- (d) insurance on school property,
- (e) the purchase of fuel, prescribed school books, books for the school library, maps and apparatus,
- (f) repayment of money borrowed by the section and interest thereon,
- (g) teachers' salaries,
- (h) compensation to and repayment of expenses incurred by the trustees, for or in the discharge of the duties imposed upon them by the provisions of this Chapter, as to compulsory attendance at school, and,
- (i) any other expenditure necessary in providing an efficient school or schools, in accordance with the provisions of this Chapter,

shall be determined by a majority of the ratepayers present at a regularly called school meeting. 1895, c. 1, s. 44, part.

Collection of the name.

78.—(1.) Any amount so determined shall be a charge on the section, and shall be collected as follows:—

- (a) every male person between the ages of twenty-one and sixty years, residing in such section at the time of the holding of such school meeting, shall pay the sum of one dollar as a poll tax, but no person shall be liable to pay more than one poll tax in any one school year;
- (b) the remainder of the sum authorized to be collected shall be rated on the income and on the real and personal property, situate within the county, of the residents of the section. 1895, c. 1, s. 44, part.

Persons temporarily absent.

(2) The expression, "residents of the section," includes persons temporarily absent from the county or province, in the carrying on of any kind of business or employment, or temporarily absent for any other cause, but who usually reside in the section, or whose families reside in the section. 1895, c. 1, s. 44, part.

Property in towns of non-residents to be rated for section where they reside.

79. Property, real and personal (save that by law exempt from taxation), situated within the limits of the city of Halifax or an incorporated town, but assessed on the city or town assessment roll to a person resident in some other school section in the same county, shall be liable to be rated for the support of schools in the school section in which such person resides, and shall be exempt from taxation for the support of the schools of such city or town. 1895, c. 1, s. 44, part.

80 Notwithstanding anything contained in the next **CHAP. 52.** two preceding sections, or in any statute in force in this province, all the real and personal property, according to the municipal assessment roll, situated within the boundaries of the school sections in the municipal district of Halifax, and those named in the second schedule, excepting dyke lands, shall be liable for sectional school rates for the support of schools in such sections, without regard to the place where the owners of such property reside, and such property shall not be liable to sectional school rates for the support of any school or schools other than those of such school sections; and property owned by persons residing within any of the said school sections and situated within the county outside of such section shall be ratable for school purposes in the section in which it is situated. 1895, c. 1, s. 45; 1900, c. 39, s. 3; 1900, c. 40, s. 1.

81. Property situated in any school section and owned by a non-resident of the county in which such school section is situated and not otherwise liable to sectional school rates, shall be liable to sectional school rates in the section in which it is so situated. 1895, c. 1, s. 51.

82.—(1.) Every estate held by executors, administrators or trustees or assignees at the time of the making of the municipal assessment roll for any year, shall be liable to be rated in the section in which the original owner of such estate resides or last resided.

(2.) Property held in trust for infants shall be liable to assessment in the section in which such infants, or a majority of them, are in attendance at a public school, provided such section shall be in the county in which such property is situate. 1895, c. 1, s. 54.

83. Real and personal property situated within a school section and belonging to a corporation, shall be subject to sectional school rates; and the rates shall be payable by the agent to the extent of the funds in his hands or under his control at the time of the demand, as if rated upon him personally, and shall be chargeable by the agent to the principal. 1895, c. 1, s. 57.

84.—(1.) The school rates upon such property shall be in and for the benefit of the section in which it is situated. All taxable property held by any association, company, or firm, whether incorporated or otherwise, shall be rated in and for the benefit of the section wherein it is situated, and all rates payable by the association, company, or firm, in respect to any such property, shall be paid in and for the benefit of the section in which the property is situated.

(2.) If any portion of the ratable property of any association, company, or firm is situated in a place not

CHAP. 52. embraced in any school section, such portion shall be treated in all respects as if situated in the section where the chief works and business of the association, company, or firm are established.

(3.) The provisions of this section and of the next preceding section, shall apply, in case of the insolvency of any such corporation, company, association, or firm, to property in the hands of, or held by the assignee or assignees, or liquidator or liquidators, of such corporation, company, association or firm. 1895, c. 1, s. 59.

Ministers, widows and unmarried women exempt to certain extent.

85. Every regularly ordained minister occupied in ministerial work, and every unmarried woman and widow, shall be exempt from sectional school rates on all property to the value of five hundred dollars, but shall be liable in respect to any excess over that sum. 1895, c. 1, s. 55.

Trustees to furnish list of residents, and municipal clerk to affix amount of assessment to each.

86. The trustees shall furnish the municipal clerk for the municipality in which the section or a portion of it is situated, with a list of the persons resident in, the section liable to be taxed; and the municipal clerk shall affix to the name of each person the amount of property for which such person is assessed according to the assessment roll for the year, and shall return such list with the amounts so affixed to the trustees. The municipal clerk shall be entitled to receive from the trustees a fee of twelve cents for every list so furnished where the number of ratepayers in the section does not exceed twelve, and of twenty-five cents where such number exceeds twelve. 1895, c. 1, s. 28 (3.)

Duty of town clerk in such case.

87. The city collector of the city of Halifax and the clerk of every incorporated town shall furnish to the trustees of any school section applying therefor, a statement of the names and of the amount of property, real or personal, owned by the residents of such school section within the limits of the city or town, according to the last city or town assessment roll, and for each list so furnished he shall be entitled to receive a fee not exceeding twenty-five cents. Any city collector or town clerk who refuses or neglects to furnish such statement shall be liable to a penalty of five dollars, to be recovered by any person suing therefor. 1895, c. 1, s. 44 (2).

Trustees to fix rate.

88. The trustees shall determine the rate, so much on the dollar, on the assessed value of the property and income liable to be rated for sectional school rates as they deem sufficient to raise the amount required, after making allowance for loss and expenses of collection.

Secretary to prepare list of ratepayers.

89. The secretary of trustees shall prepare a list of the names in alphabetical order of all persons, firms, companies, associations or corporations liable to pay school rates, and

the amount of the rate payable by each such person, firm, company, association or corporation, and such list shall be revised and approved by the trustees. 1895, c. 1, s. 44, part. CHAP. 52.

90. The trustees shall by writing on such list, signed by them, authorize and direct the secretary to collect from the persons therein named the amounts set opposite their respective names, and such list with such authorization and direction shall be called the collector's roll for the section. 1895, c. 1, s. 44, part. Collector's roll.

91. The secretary of trustees shall post up copies of the collector's roll in at least three public places in the section as soon as possible after he receives the same from the trustees, and shall file a copy thereof with the municipal clerk. 1895, c. 1, ss. 34, 35. Roll to be posted up.

92—(1.) Any ratepayer may appeal to the next regular meeting of the municipal council from the rate as determined by the trustees, and such appeals shall be heard and determined by the council at such meeting. Appeal from rate.

(2.) If on any such appeal it is ordered that any part of such rate be refunded to the appellant, such order shall be on the trustees of the school section appealed against, who shall repay the same to the person aggrieved out of any funds in their hands, and if there are no funds on hand they shall provide for the same at the next annual meeting, or at any special meeting called for that purpose. 1895, c. 1, s. 44, part.

93. The secretary of trustees shall demand the several amounts from the persons so rated in the collector's roll, and in default of payment such amounts shall be collected under the provisions of "The Assessment Act." 1895, c. 1, s. 44, part. Secretary to collect rates.

94. All beds, bedding, clothing, stoves, cooking utensils, and the last cow of any person against whom a warrant of distress or other legal process is issued to recover school rates, shall be exempt from seizure under such warrant or other legal process. 1895, c. 1, s. 56. Property exempt.

95.—(1.) The secretary shall be entitled to retain two and one-half per cent. commission on all sums collected by him or under his direction for the purchase or erection of a new school house or houses, and for the purchase or improvement of school sites or grounds. Commission of secretary.

(2.) The secretary shall be entitled to retain five per cent. commission on all sums collected by him or under his direction for the support of the school or schools, but where payment of any rate is voluntarily made, the secretary shall, out of his commission, allow to the person making such payment, a discount of two and one-half per cent. upon such rate.

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(3.) A payment shall be considered to be voluntarily made if made within twenty days after the collector's roll is made up and posted in at least three public places in the section.

(4.) The secretary shall be entitled to receive commission under the provisions of this section only upon the moneys directly levied on the section, and collected in accordance with the vote of the annual or any special school meeting, and shall not include municipal fund apportionment or provincial grant of any kind. 1895, c. 1, s. 34.

Trustees may
exempt persons
unable to pay.

96. On proof of inability to pay any school rates or poll tax, the trustees may exempt any person wholly or in part from the payment thereof, without prejudice to the rate; and the trustees shall present a statement of all such exemptions in their report to the annual school meeting. 1895, c. 1, s. 30.

Rate to be
charged on prop-
erty in hands of
executor, &c.

97. The school rates of any person who dies or becomes insolvent, or assigns his property, shall be a charge upon his estate, and shall be paid by his executors, administrators or assignees; and in default of payment they or any of them may be held personally liable therefor, unless they or any of them make oath before a justice of the peace stating that there is not in their possession or under their control, belonging to such estate, sufficient money or other property to pay such school rates. 1895, c. 1, s. 52.

Rate to be
charged on prop-
erty transferred
after rate made.

98. In every case where between the making of the municipal assessment roll for any year and the making of any sectional school rate according to such roll, any person assessed therein in respect to real or personal property removes from the section, having conveyed, leased or otherwise disposed of such property, such school rates shall be a charge on the property, and may be collected from the owner or person in possession of the same at the time of the making of such rate, and the name of such person shall be inserted in the affidavit and warrant for collecting in the same manner as if such person was originally assessed in respect to such property and his name was on the collector's roll. 1895, c. 1, s. 53.

Where sectional
assessment not
made, district
board may make
same.

99. In any school section where sectional assessment is required to support a free public school, and the ratepayers of such section, after legal notice has been given in accordance with the provisions of this Chapter, neglect or refuse to make adequate provision for such school, the trustees of the section shall name the sum of money which they deem sufficient therefor, and such amount shall be submitted to the district board, and be subject to their approval. If the board approves thereof, the trustees may levy and collect the sum so submitted and approved in the same manner as

if it had been voted for school purposes at a regular school meeting called for the purpose. 1895, c. 1, s. 50. CHAP. 52.

100. In any case where, owing to neglect on the part of the assessors, any city, town, or municipal assessment roll, does not afford the information necessary for the purposes of this Chapter, such assessors shall upon request of the secretary of the trustees furnish such supplementary lists and such further information as are necessary for the carrying out of the provisions of this Chapter. 1895, c. 1, s. 60. Supplementary list.

INSPECTORS OF SCHOOLS.

101. The present division of the province into inspectorial divisions is hereby continued until altered by the Council. Existing division of inspectorial districts continued.

102. It shall be the duty of the inspector of schools for every inspectorial division,— Duties of inspector.

- (a) to act as clerk of each district board within his division, and to examine all school returns received from the trustees of the various sections, and to prepare therefrom and transmit to the Superintendent, according to forms received from that officer, an abstract of the number of legally authorized teaching days taught by each duly licensed teacher in his division, together with the class of license held by each teacher; he shall make special reports of cases of false or defective returns, and of schools conducted in condemned buildings;
- (b) to prepare and forward to the Superintendent a statement of the apportionment of the municipal school fund for the year on the basis defined in this Chapter;
- (c) to report to the Superintendent the names of teachers remiss or inefficient in the discharge of their duties, and of sections failing to make reasonable provision for the health, comfort, and progress of the children attending school;
- (d) to give a bond to Her Majesty in the sum granted annually in his division for educational purposes, for the faithful discharge of the duties of his office;
- (e) to keep a correct record of the boundaries of each school section in his division, and to furnish from time to time amended copies of the same to the several sections;
- (f) to visit and inspect annually and oftener when required, each school and county academy within his division, and to report fully upon its condition to the Superintendent, in conformity with instructions

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received from that officer ; and in case of failure to visit any school to indicate the fact and the cause in his report to the Superintendent ;

- (g) to furnish trustees and teachers such information as they require respecting the operation of this Chapter and the performance of their duties, and especially to assist teachers in employing improved methods of imparting instruction, classifying pupils and conducting schools ;
- (h) to appoint a convenient place within his division where all school returns shall be lodged, and to give sufficient publicity to any such appointment ;
- (i) to keep on hand and distribute as directed by the Superintendent all necessary blank forms and returns ;
- (k) to diffuse information tending to promote the improvement of school houses and grounds and the appurtenances thereto ;
- (l) to report annually to the Superintendent all fines received by him under this Chapter ;
- (m) to promote the advancement of education by holding public meetings as frequently as possible, and especially to encourage the establishment of schools in sections where none exist ;
- (n) to aid the Superintendent in carrying out a uniform system of education, and generally in giving effect to this Chapter and the regulations of the Council ;
- (o) to transmit to the Superintendent on or before the first day of August in each year a statement of the annual distribution of the municipal school fund, and on or before the first day of October a general report of his labours, stating the condition of the schools in his division, and the means of improvement, the sections visited where schools did not exist, and the results of such visitations, and furnishing therewith such statistical information as the Superintendent requires. 1895, c. 1, s. 72 ; 1900, c. 43, s. 9.

Proof of boundaries of section.

103. The boundaries of any school section may be proved in any court of justice by a certificate of the inspector of the division in which such section is situated, and without proof of the handwriting of such inspector. 1895, c. 1, s. 74,

TEACHERS.

Unqualified teachers not to receive school moneys.

104. No teacher shall receive under this Chapter any portion of the moneys granted towards the support of county academies, high or common schools, unless such

teacher holds a license from the Council of Public Instruction. CHAP. 52.
tion. 1895, c. 1, s. 75.

105. It shall be the duty of every teacher in the public ^{Teacher's duties,} schools,—

- (a) to teach diligently and faithfully all the branches required to be taught in the school, and to maintain proper order and discipline therein, according to the engagement entered into with the trustees, and the provisions of this Chapter,
- (b) to call the roll morning and afternoon, and otherwise keep an accurate register in the manner prescribed by the Council, on pain of liability to forfeiture of the public grants; such register shall be at all times open to the inspection of the trustees, visitors, examiners, commissioners, inspectors, and superintendent, and shall be handed over to the secretary of trustees at the expiration of the term of service,
- (c) to render, when necessary, to the trustees, all possible assistance in classifying the pupils of the section according to their attainments; and when requested by the trustees to institute examinations for the purpose of transferring to another department any pupils who are prepared,
- (d) to inculcate by precept and example, a respect for religion and the principles of Christian morality, and for truth, justice, love of country, loyalty, humanity, benevolence, sobriety, industry, frugality, chastity, temperance, and all other virtues,
- (e) to give assiduous attention to the health and comfort of the pupils, to the cleanliness, temperature and ventilation of the school rooms, to the æsthetic condition of the rooms, grounds and buildings,
- (f) to report promptly to the trustees the appearance of any infectious or contagious disease in the school, or insanitary conditions of out-houses or surroundings,
- (g) to have special care as to the use of school books and apparatus, registers and journals, the neatness and order of the desks, and to reimburse the trustees for any destruction of school property by the pupils which is clearly chargeable to gross neglect or failure to enforce proper discipline on the part of the teacher,
- (h) to have during or at the end of each year a public examination of the school, of which notice shall be given to the parents and trustees and to school visitors resident in the section,

CHAP. 52.

- (i) to give notice through the pupils of school meetings advertised by the inspector or trustees,
- (k) to furnish the trustees, examiners, commissioners, inspector and Superintendent, any information that he possesses respecting anything connected with the school or affecting its interest or character, and
- (l) to attest the correctness of all returns under oath, as in the third schedule (teacher's oath). Any teacher making a false return shall have his license cancelled or suspended, as the Council decides. 1895, c. 1, s. 75.

Instruction as to
alcohol, &c.

106. Appropriate instruction shall be regularly given in all the public schools as to the nature of alcoholic drinks and narcotics, including tobacco, and special instruction as to their effect upon the human system shall be given in connection with the subjects of physiology and hygiene. Such instruction shall be given orally, to pupils unable to read, from a suitable text-book in the hands of the teacher, and to all other pupils from such text-book, in the hands of the pupils, as is from time to time prescribed by the Council. 1895, c. 1, s. 75 (7).

Inspector, &c., to
report non-com-
pliance.

107. It shall be the duty of school officers and inspectors of schools to report to the Council if the provisions of the next preceding section are not being complied with in any public school, and if it is shewn to the Council by such school officer or inspector, or by any ratepayer, that such provisions are not being complied with in any school section, it shall be deemed sufficient cause for withholding wholly or in part the provincial and municipal grants from the teacher or trustees of such school section. 1895, c. 1, s. 73.

School grant
may be withheld
from inefficient
teacher.

108. The Superintendent may, with the sanction of the Council, withhold in whole or in part the provincial grant from teachers who are remiss or inefficient in the discharge of their duties, and the grant from the municipal school fund from sections failing to make reasonable provision for the health, comfort and progress of the children attending school. 1895, c. 1, s. 72 (1), part.

Grant withheld
from section
making false re-
turn or using
condemned
school house.

109. Grants from the municipal school fund to trustees and provincial grants to teachers shall be withheld, from every section making a false return, and from every section in which a school is conducted in a building condemned by the district board. 1895, c. 1, s. 90.

COMPULSORY ATTENDANCE.

Vote of meeting
as to compulsory
attendance.

110. In every school section in which the resolution has not already been adopted, the chairman of every annual school meeting held under the provisions of this Chapter shall call upon the qualified voters present at such meeting

to vote yea or nay on the resolution embraced in the fourth CHAP. 52.
 schedule. 1895, c. 1, s. 76.

111.—(1.) Where a majority of the qualified voters Trustees to ascertain names of children.
 present have voted in favor of the resolution embraced in
 such schedule, it shall be the duty of the trustees of schools,

(a) to ascertain through their secretary or other
 person or persons appointed for that purpose, before
 the first day of August following the school meeting,
 the names and ages of all children residing in the
 section between the ages of seven and twelve years
 inclusive, and the names of their parents or guar-
 dians, and to preserve carefully prepared lists of the
 same;

(b) to ascertain as soon as possible after the first of
 April in every year how many of the children named
 in such list have not been at school for eighty full
 days during the then current school year, and to notify
 the parents or guardians of such children of the
 exact number of days their children respectively
 have attended school from the first of the school
 year until the first day of April.

(c) to ascertain as soon as possible after the close of
 the school year how many of the children of the
 section have not attended school during the school
 year for one hundred and twenty full days.

(2.) The trustees shall collect from the parents or Parents, &c., to be notified.
 guardians of such children the sum of two dollars for each
 child who has attended school no portion of the year, and
pro rata in the case of each child who has attended school
 but has not reached the period of one hundred and twenty
 full days. 1895, c. 1, ss. 77, 78, 79.

112. Such sums shall be collected in connection with Collection of fines.
 the sectional school rates of the following year, and as a
 part thereof. 1895, c. 1, s. 80.

113. The trustees shall exempt from the payment of Exemption from fines in certain cases.
 such sums parents or guardians who can shew that their
 children are being properly educated otherwise than in the
 public schools, or whose children are by reason of delicate
 health, or being distant over two miles from a school, or
 other sufficient cause, prevented from attendance. 1895,
 c. 1, s. 82.

114. Parents or guardians who have been required by Appeal.
 the trustees to pay any sums for non-attendance of
 children at school under the provisions of this Chapter
 may, upon notice to the secretary of the time and place
 of such application, apply within ten days after their being
 so required, to any stipendiary magistrate residing in the
 section, or if there is no stipendiary magistrate in such

CHAP. 52. section to any justice of the peace, who after hearing evidence in such case may remit such payment or reduce the amount thereof. 1895, c. 1, s. 83.

NIGHT SCHOOLS.

Night school,
when establish-
ed.

115. Where it appears that in any community there are twenty-five or more persons of the age of fifteen years and upwards desirous of obtaining instruction in the ordinary branches of an English education, the Governor-in-Council may authorize the establishing of a night school for their benefit. 1890, c. 50, s. 1.

Regulations.

116. When the Governor-in-Council authorizes the establishing of a night school, the Council shall make such regulations as are necessary for the management of such school. 1890, c. 50, s. 2.

Teachers.

117. Every teacher employed in any such night school shall be regularly licensed, and shall receive from the provincial treasury such grant as the Council from time to time determines. 1890, c. 50, s. 3.

COUNTY ACADEMIES.

High schools and
academies.

118.—(1.) The trustees of schools in the shire or county town of each county in the province may establish and maintain a high school or academy, which shall be open free of charge to qualified students from all parts of the county in which it is situated.

(2.) For the purposes of this section the municipality of Clare shall be deemed a county, and an academy may be established in any school section within such municipality which is willing to accept the responsibility of conducting an academy under the provisions of this Chapter. 1895, c. 1, s. 61.

Powers of Coun-
cil.

119. The Council shall, in respect to county academies, prescribe the qualification of teachers, fix standards for the admission of students, arrange the courses of study, establish conditions of accommodation and outfit, and frame such general regulations as are deemed necessary for the efficient prosecution of academic studies. 1895, c. 1, s. 61 (1).

Their share in
provincial grant.

120.—(1.) The trustees of a county academy conducted in accordance with the provisions of this Chapter and the regulations of the Council framed thereunder, shall be entitled to participate in the academic grant from the provincial treasury, which shall in no year exceed ten thousand dollars, in conjoint proportion to the number of authorized days taught by the teachers of the academic class (providing the salaries of the said staff, inclusive of the regular provincial grant, shall average not less than seven hundred and fifty dollars each per annum), and to the following scale:—

- (a) For one academic teacher, three hundred dollars, CHAP. 52.
provided there is an average annual attendance of
at least fifteen regularly qualified high school
students pursuing a full course;
- (b) For the second teacher, three hundred dollars,
provided there is an average annual attendance of at
least forty regularly qualified high school students
pursuing a full course;
- (c) For the third teacher, three hundred dollars, pro-
vided there is an average annual attendance of at
least eighty regularly qualified high school students
pursuing a full course;
- (d) For the fourth teacher, two hundred dollars, pro-
vided there is an average annual attendance of at
least one hundred and twenty regularly qualified
high school students pursuing a full course.
- (2.) The term "trustees of schools" as employed in this
section shall be construed to include the boards of school com-
missioners of the city of Halifax and of incorporated towns.
1895, c. 1, s. 61 (4); 1900, c. 43, s. 6.

121. If any county town does not establish or maintain
a county academy under the provisions of this Chapter, the
Council<sup>On failure of county town to establish
academy, other
section may be
authorized.</sup> may authorize any other section of the same
county to establish and maintain such county academy.
1895, c. 1, s. 61 (5).

MISCELLANEOUS.

122. Members of the legislature, ministers of religion, ^{Visitors of schools,}
and magistrates, and any person tempo-^{appointed, in}
writing, by the Superintendent, shall t^{ools.}
1895, c. 1, s. 86.

123. The school year shall begin
August and end the last day of July

124. When any section has been
period of two years, in consequenc
inhabitants to provide a school
refunded to the trustees of said s/
ation of the district board, the
school fund rated during th/
inhabitants of the section. In
tendent issue an order for such
by the inspector with a cert
in actual course of erection.

2.
River
Black R.
West C.
18: London
Sterling :-
South Colchester
Respecting com-
school section.

CHAP. 52.

FIRST SCHEDULE.

(Section 64.)

No. ———

\$ ———

PROVINCE OF NOVA SCOTIA,
COUNTY OF ———.

DEBENTURE. TRANSFERABLE.

——— School Section, No. ——— District of ———.

*Under the authority of Chapter 52 of the Revised Statutes of Nova Scotia,
1900.*

The bearer is entitled to demand and receive from the trustees of the
——— School Section, No. ———, district of ———, in the Province of Nova
Scotia, Dominion of Canada, the sum of ——— lawful money of the
Dominion of Canada, in — — years from the date hereof, and interest
from the same date at the rate of — per cent. per annum, to be paid
—— yearly as per the interest warrants hereto annexed, payable at ———.
Dated at ———, this ——— day of ———.

——— } Trustees of School
——— } Section No. —

———, Secretary of trustees.

PROVINCE OF NOVA SCOTIA,
SCHOOL SECTION, No.

No.

\$ ———

——— dollars interest due on ——— on debenture No. ——— payable
at ———.

——— } Trustees.
——— }

———, Secretary.

SECOND SCHEDULE.

(Section 80.)

LUNenburg AND NEW DUBLIN :—Centre Range, 3½; Rosebud, 109;
Block House, 30; Northwest, 22; Falkland, 35; Clearland, 60.

SHELBURNE :—Jordan River, 14; Jordan River, 14½.

YARMOUTH :—Richmond, 11; Carleton, 18; Little River, 24; Arcadia,
26; Brenton, 15; Middleton, 35; Lake Annis, 38; Chegoggin, 36; Over-
ton, 5; Norwood, 10; Sandford, 8; Ohio, 12.

DIGBY :—Weymouth Bridge, 18; Weymouth Mills, 19; Sissiboo Falls,
22; Digby, 28.

ANNAPOLIS WEST :—Allen River, 48.

KINGS :—Waterville, 24; Sheffield's Mills, 45; Cold Brook, 37; Per-
eaux, 52; Avonport, 73; Delhaven, 82; Conquerall, 90; White Rock, 91;
Woodside, 56; Grand Pre, 79.

WEST HANTS :—Wentworth, 2; Belmont, 14; Poplar Grove, 15; Sum-
mersville, 19; Ellershouse, 38; Kennetcook Dyke, 47; St. Croix, 35.

EAST HANTS :—Urbana, 27; Upper Selma, 31; Noel Shore, 33; Moose
Brook, 37; Gore, 50.

CUMBERLAND. —Green Hill, 21; Maccan, 45; South Pugwash, 123;
River Philip, 81; Farmington, 90; Birch Ridge, 105; Lake Rona, 128;
Black River, 115; Springhill Junction, 117; South Valley, 119.

WEST COLCHESTER :—Acadia Mines, 15; Castlereagh, 10; Folly Village
18; Londonderry Station, 31; Masstown, 20.

STERLING :—Brule, 21; Denmark, 29.

SOUTH COLCHESTER :—Cross Roads, 17; Alma, 38.

SOUTH PICTOU :—White Hill, 4 ; Marshdale, 5 ; Fox Brook, 10 ; Bridgeville, 15 ; Sunny Brae, 17 ; Glencoe, 16 ; Linacy, 30 ; Brookville, 31 ; Abercrombie, 34 ; West Merigomish, 40 ; Merigomish, 41 ; Piedmont Valley, 42 ; Meiklefield, 57 ; Trenton, 33 ; Wentworth Grant, 64 ; Little Harbour, 37 ; Thorburn, 71 ; Centredale, 74 ; Eureka, 75 ; Sutherland's River, 39 ; Lower Barney's River, 44 ; Pine Tree, 38 ; Fox Brook, 10 ; South McLellan's Mountain, 59 ; Springville, 14 ; Blanchard, 19 ; Middle Little Harbour, 60.

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NORTH PICTOU :—Rogers Hill, 30 ; Pleasant Valley, 42 ; Carriboo Island, 56 ; Carriboo River, 2 ; Bigney, 15 ; Poplar Hill, 7 ; West River Station, 37 ; Scotsburn, 27 ; Lansdowne, 39 ; Durham, 48 ; Fisher's Grant, 52 ; South Dalhousie, 22.

ANTIGONISH :—Saltsprings, 48.

GUYSBORO :—Hazel Hill, 19 ; Pirate Harbor, 37B.

VICTORIA :—Baddeck, 1 ; South Gut, St. Ann's, 48 ; Black Rock, 81.

CAPE BRETON :—Clarke's Road, 61 ; Little Lorraine, 65 ; Big Lorraine, 66 ; West Louisburg, 68.

RICHMOND :—Grandique Ferry, 17½.

PARRSBORO :—Cross Roads, 6 ; Sugar Hill, 20.

THIRD SCHEDULE.

TEACHER'S OATH.

(Section 105.)

I, _____, a duly licensed teacher of class _____ of the province of Nova Scotia, make oath and say that I have taught and conducted the school in _____ school section, No. _____, district of _____, in accordance with law, for the period of* _____ authorized teaching days, from the _____ day of _____ to the _____ day of _____ during the school year ending July 19____, being * _____ days during *first* half year, and * _____ days during *second* half year ; that the prescribed register has been faithfully and correctly kept by me in every particular as prescribed, and that to the best of my knowledge and belief the rectified total days' attendance for the *year* in this school section made by the enrolled pupils in the said period was * _____ ; that my agreement with the trustees is in accordance with the statutes and regulations, and that there is no collusive understanding by which any portion of the agreement is to be made of no effect.

Teacher.

Sworn to at _____ in the county of _____

_____ this _____ day of _____

A.D., 19____, before me _____.

_____, J. P. in and for the County of _____.

*The numbers to be expressed by words, not figures.

FOURTH SCHEDULE.

(Section 110.)

Resolved, That the provisions of "The Education Act," respecting compulsory attendance at school, be made operative in this school section.

EDUCATION OF DEAF OR DEAF MUTE PERSONS.

CHAPTER 53.

OF THE EDUCATION OF DEAF OR DEAF MUTE PERSONS.

Parent or guardian may apply for order for admission.

1. The parent or guardian of any deaf or deaf mute person of sound mind, between the ages of six and eighteen years, who has, under the provisions of "The Poor Relief Act," a settlement in any municipality, city or town, may apply to the warden of such municipality, or to the mayor of such city or town, for an order for the admission of such person into the Institution for the Deaf and Dumb at Halifax, which order the said warden or mayor shall at once grant under his hand and the corporate seal of the municipality, city or town, on being satisfied that such deaf or deaf mute person is between the ages above prescribed and of sound mind, and has a legal settlement in such municipality, city or town. 1895, c. 1, s. 113, part; 1900, c. 43, s. 10.

Effect of such order, if obtained.

2. Such order shall entitle the deaf or deaf mute person named therein to be received into the Institution for the Deaf and Dumb at Halifax, subject to the rules and regulations of that institution and to the conditions in this Chapter prescribed, to be educated and boarded therein during the school term. 1895, c. 1, s. 113, part.

Length of term of attendance.

3.—(1.) Pupils under twelve years of age shall be entitled to remain ten years; those entering between the ages of twelve and fifteen years shall be entitled to remain eight years, and those between the ages of fifteen and eighteen years, six years.

Term may be shortened.

(2.) In the case of hopeless incapacity, serious misconduct, or other sufficient cause on the part of any pupil, the allotted term may be shortened at the discretion of the board of directors of the institution. 1895, c. 1, s. 113, part; 1900, c. 43, s. 11.

Grants to be made out of provincial treasury and municipal school fund.

4. For every deaf or deaf mute person received into the Institution of the Deaf and Dumb at Halifax, under an order from the warden of a municipality, or under an order from the mayor of an incorporated town which contributes to the municipal school fund, and educated and boarded therein, the board of directors of the institution shall be entitled to receive from the provincial treasury the sum of seventy-five dollars per annum, payable half-yearly, and also to receive annually the same sum, payable half-yearly, from the municipal school fund of such municipality. 1895, c. 1, s. 113, part.

Grants in case of deaf person has settlement in incorporated town.

5. For every deaf or deaf mute person who is admitted into the Institution for the Deaf and Dumb at Halifax, under an order from the mayor of a city or town, an allowance to the board of directors of the institution

of seventy-five dollars per annum shall be rated upon the inhabitants of such city or town, in case such city or town does not contribute to or draw from the municipal school fund, and in such case such sum shall be paid to the directors for each such deaf or deaf mute person sent to the institution. And there shall be paid to the directors from the provincial treasury for each such deaf or deaf mute person for which such city or town contributes such allowance, the sum of seventy-five dollars, in the manner provided in the next preceding section. 1895, c. 1, s. 113, part. CHAP. 54.

6. The directors of the institution shall furnish semi-annually to the Council of Public Instruction full returns of the names, ages and residences of the pupils in respect to whom grants under this Chapter are claimed. 1895, c. 1, s. 113, part. Directors to make returns as to pupils on whose account grants are claimed.

7. In the annual apportionment of the municipal school fund the Superintendent of Education shall include the amounts due the directors of the institution, and issue drafts therefor on the treasurers of the respective municipalities. 1895, c. 1, s. 113, part. Grants to be included in annual apportionment of municipal school fund.

8. The Provincial Secretary shall be *ex officio* a member of the board of directors of the Institution for the Deaf and Dumb at Halifax. 1895, c. 1, s. 113, part. Provincial Secretary *ex officio* a member of board.

9. In the case of any person who has been admitted to the Institution for the Deaf and Dumb at Halifax, or on whose behalf application for admission to such institution is made, who has no settlement within the province, the Provincial Secretary, if satisfied that such person is chargeable to the province, may pay or agree to pay to the board of directors of the institution the same sum as is allowed from the provincial treasury in the case of a person admitted under the provisions of this Chapter. 1895, c. 1, s. 113, part. Grant in case of admission of a deaf mute person who has no settlement.

CHAPTER 54.

OF THE EDUCATION OF THE BLIND.

1895, c. 111

1.—(1.) The parent or guardian of any blind person between the ages of six and twenty-one years who has, under the provisions of "The Poor Relief Act," a settlement in any municipality, city or town, may apply to the warden of such municipality, or to the mayor of such city or town, for an order for the admission of such person into the Halifax School for the Blind, which order the said Parent or guardian may apply for order for admission.

CHAP. 54. warden or mayor shall at once grant under his hand and the corporate seal of the municipality, city or town, on being satisfied that such blind person is between the ages above prescribed, and has a legal settlement in such municipality, city or town. 1895, c. 1, s. 114, part.

Effect of order if obtained.

(2.) Such order shall entitle the blind person named therein to be received into the Halifax School for the Blind, and, subject to the conditions in this Chapter prescribed, to be educated and boarded therein during the school term. 1895, c. 1, s. 114, part.

Length of term of attendance.

2.—(1.) Pupils entering the school between the ages of six and ten years shall be entitled to remain seven years in addition to the time in attendance under ten years of age; those entering between the ages of ten and thirteen years shall be entitled to remain seven years; those entering between the ages of thirteen and seventeen shall be entitled to remain five years; and those entering between the ages of seventeen and twenty-one years shall be entitled to remain three years.

Term may be extended.

(2.) The Council of Public Instruction may, upon the recommendation of the board of managers, extend the time of the attendance of any pupil.

Term may be shortened.

(3.) In the case of hopeless incapacity, serious misconduct, or other sufficient cause on the part of any pupil, the prescribed term may be shortened at the discretion of the board of managers of the school. 1895, c. 1, s. 114, part.

Grants be made out of provincial treasury and municipal school fund.

3. For every blind person received into the Halifax School for the Blind under an order from the warden of a municipality, or under an order from the mayor of an incorporated town which contributes to the municipal school fund, and educated and boarded therein, the board of managers of such school shall be entitled to receive from the provincial treasury the sum of seventy-five dollars per annum, payable half-yearly, and also to receive annually the same sum, payable half-yearly, from the municipal school fund of such municipality. 1895, c. 1, s. 114, part.

Grant in case blind person has a legal settlement in any incorporated city or town.

4. For every blind person who is admitted into the Halifax School for the Blind, under an order from the mayor of a city or town, an allowance to the board of managers of the school of seventy-five dollars per annum shall be rated upon the inhabitants of the said city or town in case such city or town does not contribute to or draw from the municipal school fund, and in such case such sum shall be paid to the managers for each such blind person sent to the school, and there shall be paid to the managers from the provincial treasury for each such blind person for which such city or town contri-

butes such allowance the sum of seventy-five dollars, in the manner provided in the next preceding section. 1895, c. 1, s. 114, part. CHAP. 54.

5. The managers of the Halifax School for the Blind shall furnish semi-annually to the Council of Public Instruction full returns of the names, ages and residences of the pupils in respect to whom such payments are claimed. 1895, c. 1, s. 114, part. Managers to make returns as to pupils on whose account grants are claimed.

6. In the annual apportionment of the municipal school fund the Superintendent of Education shall include the amounts due the managers of the Halifax School for the Blind, and issue drafts therefor on the treasurers of the respective municipalities. 1895, c. 1, s. 114, part. Grants to be included in annual apportionment of municipal school fund.

7. The Council of Public Instruction, upon being satisfied that an applicant has a settlement within the province and has no means of paying the expense of his education, may, upon the recommendation of the board of managers, make the provisions of this Chapter apply to any blind person over the age of twenty-one years of age. Such action of the Council of Public Instruction shall entitle the blind person to be received into the school on the same terms as if he were under the age of twenty-one years. 1895, c. 1, s. 114, part. Council of Public Instruction may admit person twenty-one years of age.

8. In the case of any person who has been admitted to the Halifax School for the Blind, or on whose behalf application for admission to such school has been made, who has no settlement within this province, the Provincial Secretary, if satisfied that such person is chargeable to the province, may pay or agree to pay to the board of managers of the school the same sum as is paid from the provincial treasury in the case of a person admitted under the foregoing provisions of this Chapter. 1895, c. 1, s. 114, part. Grant in case party applying has no legal settlement.

9. The parent or guardian of any blind person between the ages of six and twenty-one years, who has not a settlement within this province, may nevertheless apply to the warden of any municipality or to the mayor of any city or town for an order for the admission of such person into the Halifax School for the Blind; and if such warden or mayor is satisfied that such parent or guardian has *bona fide* settled in such municipality, city or town with the intention of remaining, the warden or mayor may grant such order, which shall have the same force and effect as an order made under the provisions of this Chapter in respect to a person who has a settlement within this province. 1895, c. 1, s. 114, part. Admission of person having no settlement, but whose parents or guardians have come to province with bona fide intention of remaining.

10. The Provincial Secretary shall be *ex officio* a member of the board of managers of the Halifax School for the Blind. 1895, c. 1, s. 114, part. Provincial Secretary ex officio member of board of managers.

COMPULSORY ATTENDANCE AT SCHOOL IN TOWNS.

CHAPTER 55, R. S., 1900.

FIRST PART.

SHORT TITLE.

Short title. 1. This Chapter may be cited as "The Towns' Compulsory Attendance Act."

APPLICATION.

Application. 2. This Chapter shall only be operative in incorporated towns adopting the provisions thereof. 1895, c. 1, s. 84, part.

INTERPRETATION.

Interpretation. 3. In this Chapter unless the context otherwise requires,—

"Child." The expression "child," means any boy or girl between the ages of six and sixteen years living in the town ;

"Parent." The expression "parent," means the father of such child, and if the father is dead or absent from the town, includes the mother of such child ;

"Guardian." The expression "guardian," includes any person acting *in loco parentis* where the parents of such child are dead or absent from the town, and is not restricted to a testamentary guardian or appointee of a court ;

"Person having charge." The expression "person having charge," means any person over the age of twenty-one years, with whom such child ordinarily lives or resides, or who controls, or is in a position to control, or assumes to control, or has the apparent charge of, such child ;

"Board." The expression "the board," means the board of school commissioners for the town ;

"Principal." The expression "principal" means the teacher or other officer having the general supervision of the schools in the town ;

"Stipendiary magistrate,"
"Magistrate." The expression "stipendiary magistrate" or "magistrate," includes the stipendiary magistrate in and for the town, or his lawfully appointed deputy ;

"Officer." The expression "officer," means the secretary of the board, supervisor or principal of the schools of the town, or any other person in the regular employ of the board ;

"Truant officer." The expression "truant officer," means any person appointed by the board or town council to carry out the provisions of this Chapter ;

The expression "police officer," means any member of the police force of the town, or special constable appointed by the town council for the purpose of enforcing the provisions of this Chapter;

The expression "school hours," means from 9 a. m. to 4 p. m. on school days, or such other regular hours as the public schools are in session by order of the board;

The expression "school days," means the prescribed days. 1895, c. 1, s. 84, part.

4. In every incorporated town in which before the coming into force of this Chapter, the provisions of chapter 1, section 84, of the Acts of 1895, have been adopted, the second Part of this Chapter shall come into force in lieu of such provisions.

5. In every incorporated town in which the remaining provisions of this Chapter, constituting the second Part thereof, have not been adopted, it shall be the duty of the mayor or presiding officer to submit, on or before the first day of July in each year, to the town council, the resolution in the schedule, and whenever such resolution has received the assent of a majority of the town council voting thereon, the town council and the board of school commissioners of such town shall continue to perform the duties assigned by the said second Part unless the action adopting it has been repealed by a two-thirds vote of the members of the town council. 1895, c. 1, s. 15.

SECOND PART.

6. Every child in the town shall attend school during the regular school hours every day for at least one hundred and twenty days in each school year, unless the physical or mental condition of the child is such as to render such attendance or instruction in the subjects taught in such schools inexpedient or impracticable; but any child over twelve years of age who passes a satisfactory examination in grade seven of common school work, and any other child over thirteen years of age who has attended school sixty days during fourteen consecutive weeks in the preceding year, if necessity requires him to work, and who shows that fact to the satisfaction of the board, and obtains the written permission of the secretary of such board for such employment, shall be exempt from the requirements of this section. 1895, c. 1, s. 84 (2).

7. The board shall ascertain before the first day of each school year the names and ages of all children residing in the town between the ages of six and sixteen years, and

CHAP. 55. the names of their parents or guardians or persons having charge of them, and carefully preserve lists of the same. 1895, c. 1, s. 84 (3).

Appointment of officers.

8. The board shall have full power and authority to appoint officers and persons to make such enumeration, and to make rules and regulations for the purpose, and to prescribe the books and records to be kept under this Chapter, and designate the persons to keep and the manner of keeping the same. 1895, c. 1, s. 84 (4).

Penalty for refusing information, &c.

9. Any person refusing to give any information to the board or its officers, or the truant officer, or to any person appointed by the board or the town council to carry out the provisions of this Chapter, as to the name or age of any child residing or living with such person in the town, or wilfully giving any false information in regard to the same or any matter about which information is required by this Chapter, shall be liable to a penalty of not less than one dollar nor more than twenty dollars. 1895, c. 1, s. 84 (5).

Board to ascertain names of children not having attended prescribed days and notify parents or guardian.

10. The board shall ascertain as soon as possible after the close of the school for the year, how many of the children named in the lists prepared under the provisions of this Chapter have not been at school for one hundred and twenty days during such school year, and shall notify the parents, guardians or persons having charge of such children of the exact number of days' attendance made by such children during the year, and that they are liable to prosecution under this Chapter unless they satisfy the board that there was a good reason for the failure of such children to attend for the full period prescribed. 1895, c. 1, s. 84 (6).

Board to ascertain names of children not attending school and notify parents or guardian.

11. The board shall also ascertain how many of the children residing in the town have not attended school at all during the year, and shall notify the parents, guardians or persons having charge of such children that they are liable to prosecution under this Chapter, unless they satisfy the board that there was a good reason for such non-attendance. 1895, c. 1, s. 84 (7).

Duty of parent, guardian, &c.

12. Every parent, guardian, or person having charge of any child residing in the town shall cause such child to attend some public or private day school, approved by the board, at least one hundred and twenty days in each school year, except as exempted under the preceding provisions of this Part. 1895, c. 1, s. 84 (8).

Private school, when to be approved by board.

13.—(1.) For the purposes of this Chapter the board shall approve a private school only when,—

(a) the instruction given includes reading, spelling, writing, English composition, geography, and arithmetic, as well taught as in ordinary public schools, and

(b) a register of attendance is kept in such school, in CHAP. 55.
form and manner as prescribed by the Council of
Public Instruction for public schools, which register
shall at all times during school hours be open to the
inspection of such persons as the board appoints,
and

(c) such reports and returns are furnished to the board
concerning the studies and attendance of all pupils
in such school between the ages of six and sixteen
years as are required for the carrying out of the
provisions of this Chapter.

(2.) The Superintendent of Education shall supply such
register and blanks for returns as are necessary for com-
pliance with the provisions of this section.

14. Every parent, guardian, or person having charge of any child in the town who fails to comply with the next two preceding sections, shall be liable to a penalty of not less than one dollar nor more than twenty dollars for the first offence, and for every second or subsequent offence to a penalty of one dollar and costs, for each school day that the law is not complied with: Provided, however, that the same person shall not be fined more than sixty dollars, exclusive of costs, in any one year. 1895, c. 1, s. 84
(9). Penalty on failure to comply.

15.—(1.) It shall be the duty of the board to institute proceedings under this Chapter against all parents, guardians and persons having charge of children residing in the town who fail to comply with the law, unless such parents, guardians, or persons satisfy the board that,— Board shall cause parents, guardians, &c., to be summoned, unless satisfactory reason is shown.

(a) the physical or mental condition of the child or of under the guardianship of such person is such as to render attendance or instruction in a public school inexpedient or impracticable, or

(b) such child is being properly educated in reading, spelling, writing, English composition, geography, and arithmetic, otherwise than in a public or approved private school, or

(c) the failure to attend the requisite term was owing to ill health or temporary absence from the town, or

(d) through some domestic affliction in the family of said person it is necessary or prudent, in the opinion of the board, to keep such child at home, or

(e) the parent, guardian or person summoned was by reason of poverty unable to provide such child with proper and sufficient wearing apparel for attendance at school, and that such parent, guardian or person *bona fide* endeavored to procure sufficient wearing apparel for such child to attend school.

CHAP. 55.

Requirements
when child is
otherwise
educated.

(2.) No parent, guardian, or person having charge of any child shall be exempted from the penalties mentioned in this Part, on the ground that the child in question has been educated otherwise than in a public or approved private school, unless such child presents a certificate from the supervisor or principal of schools of having passed a satisfactory examination in the grade of work suitable to the child's age and previous opportunities for receiving an education; and it shall be the duty of the supervisor or principal to examine at stated times all such children making application whose compliance with this Chapter is called in question.

Age stated in in-
formation *prima*
facie correct.

(3.) In any prosecution under this Chapter, the age stated in the information shall be taken *prima facie* to be the age of the child.

Persons who
may prosecute.

(4.) The board, its executive committee, or some person or persons appointed by them for the purpose, shall alone have power and authority to prosecute or institute any proceedings under this Chapter. 1895, c. 1, s. 84 (10).

Notice not to be
condition prece-
dent to prosecu-
tion.

16. Notice from the board shall not be a condition precedent to any prosecution under this Chapter, but the stipendiary magistrate shall exempt any parent, guardian, or person from any penalty under this Chapter, on proof of any of the reasons set forth in the next preceding section, and the exemptions mentioned in this part. 1895, c. 1, s. 84 (11).

Fines and penal-
ties, to whom
paid over.

17. All penalties imposed and recovered under this Chapter, shall be paid over to the board, and be applied by it towards enforcing and carrying out the provisions of this Chapter, and the magistrate may in any conviction made under this Chapter, impose an alternative of imprisonment in the county jail for non-payment of the penalty, such imprisonment not to exceed two days for each dollar of the penalty imposed; and in such case it shall not be necessary to issue any distress warrant against the goods or property of the person convicted, but such person may be forthwith committed to prison if the penalty is not at once paid. 1895, c. 1, s. 84 (12).

Effect of certifi-
cate of secretary.

18. A certificate under the seal of the board, and signed by the secretary of the board, that the name of any child mentioned in the summons does not appear on any school register of any of the public schools in the town, or that the child named has not complied with the requirements of this Part (in which case the number of days attended shall be specified), and that the person summoned has been returned on the list to the board as the parent,

guardian or person having charge of such child, shall be received by the magistrate as *prima facie* evidence of the offence charged, without requiring any proof of the seal of the board or the signature of the secretary, or the production of any school register or list in the custody of the board, or any certified extract from the same, and shall be sufficient evidence to warrant a conviction in any case, unless the person summoned satisfies the magistrate that he comes within one of the exemptions hereinbefore specified, or that the certificate presented by the secretary is in fact untrue, for which purpose the person summoned shall be competent to give evidence under oath in his own behalf. 1895, c. 1, s. 84 (13). CHAP. 55.

19. The provisions of this Chapter shall not apply to the children of persons in the military or naval service of Great Britain during the time they continue in the said service while residing in the school section, nor to the children of persons visiting the school section for business or pleasure, and not permanently residing therein. 1895, c. 1, s. 84 (14). Cases where Act shall not apply.

20. Any child registered as attending any of the public schools, and reported by the teacher to be absent for ten or more days, not necessarily consecutive, during any school year, without excuse and without the consent of the parent, guardian or person having charge of such child, shall be deemed to be and shall be dealt with as an habitual truant by the board. 1895, c. 1, s. 84 (15). Habitual truants.

21. Any child known to the police, truant officer or any officer of the board to be begging or wandering at large for ten or more days, not necessarily consecutive, during any school year, and found not to be attending any school or engaged in any proper employment during regular school hours, shall be deemed to be and shall be dealt with as an habitual truant. 1895, c. 1, s. 84 (16). Child found begging or wandering.

22. If any person having charge of a child is unable to induce such child to attend school as required by this Chapter, and sends a notice in writing to that effect to the secretary of the board, and proves to the satisfaction of the board that such person is unable to induce such child to attend school, such child shall from and after the receipt of such notice and proof be deemed to be and shall be dealt with as an habitual truant, and the person sending such notice shall be relieved of all penalties under this Chapter incurred after the receipt of such notice and proof. 1898, c. 45, s. 2, part. Child who refuses to attend school, shall be deemed habitual truant.

23. Every habitual truant may, without warrant or other process, be arrested on view and forthwith conveyed Habitual truants may be arrested and conveyed to school.

CHAP. 55. to school by any truant officer finding such child begging or wandering at large during the regular school hours in any school year, unless such child upon inquiry fully satisfies such truant officer that he has a valid excuse within the meaning of this Chapter for non-attendance at school. Such arrest and conveying to school may be made from time to time and as often as any such child is so found begging or wandering at large. 1898, c. 45, s. 1.

Habitual truant
liable to im-
prisonment.

24 Every habitual truant may be committed to the common jail, or to any place established as a lock-up in such town for the imprisonment of children offending against the provisions of this Chapter, for such term as the stipendiary magistrate adjudges, not exceeding one month. The magistrate may suspend the enforcement of the sentence or commute it if he is satisfied that it is in the interest of the child to do so. 1898, c. 45, s. 2, part.

Truant officer to
lay information
against habitual
truants.

25. It shall be the duty of the truant or other officer appointed for that purpose by the board to lay information before the stipendiary magistrate against any child known or suspected by him to be an habitual truant, or to be otherwise offending against the provisions of this Chapter. 1898, c. 45, s. 2, part.

Information and
belief sufficient
to justify issue
of warrant.

26. In any prosecution against a child for an offence against this Chapter, the allegation of facts which under the provisions of this Chapter constitute an offence on the part of the child against the same, substantiated by the oath of the informant, that the same are true to the best of his knowledge and belief, shall be sufficient to justify the issue of a warrant or other process. 1898, c. 45, s. 2, part.

School Board
may pass by-
laws.

27. The board may make, pass and publish all necessary by-laws and ordinances concerning habitual truants, and children between the ages of six and sixteen years who may be found wandering about the streets or public places of the town during school hours, and to prevent such children growing up in ignorance, and for the proper enforcement of all rules and regulations made by the board for more effectually carrying out the provisions and objects of this Chapter, 1895, c. 1, s. 84 (18).

Employment of
child under age
of 16 years.

28.—(1.) No child under the age of sixteen years shall be employed in the town by any person to labor in any business whatever during the school hours of any school day, unless such child has attended some public school or some approved private school, or has been otherwise instructed by a teacher qualified to instruct in spelling, reading, writing, geography, English composition and

arithmetic, for at least six months of the twelve months next preceding such employment, and in every year in which such child is employed, and at the time of such employment delivers to the employer a certificate signed by the secretary of the board, certifying to such attendance, or a certificate signed by the supervisor or principal that such child has passed a satisfactory examination in grade seven of common school work. CHAP. 55.

(2.) No child under the age of thirteen years shall at any time be employed in any mechanical, manufacturing or mercantile establishment.

(3.) Any person who employs any child contrary to the provisions of this section shall, for each offence, be liable to a penalty of not less than ten dollars nor more than fifty dollars. 1895, c. 1, s. 84 (19).

29. The board, or such officer or person as they appoint, shall, at the beginning of each school year, and at such other times as the board deems necessary, examine into the situation of the children employed in all manufacturing and other establishments in the town, and ascertain whether the provisions of this Chapter are duly observed, and prosecute all persons violating its provisions. 1895, c. 1, s. 84 (20). Employment of children in manufacturing establishments.

30. On demand, on any such examination as mentioned in the next preceding section, the proprietor, superintendent or manager of such establishment or manufactory shall exhibit to the officer or person appointed by the board to make any such examination, a correct list of all children under the age of sixteen years employed in such manufactory or establishment, with the certificates of attendance at schools or of instruction. Any such proprietor, superintendent or manager, who refuses or neglects to furnish such list and certificates, or to send such list and certificates to the office of the board when requested in writing to do so, shall be liable to a penalty of not less than ten dollars nor more than fifty dollars. 1885, c. 1, s. 84 (21). Duty of manager on demand made, &c.

31. All fines, forfeitures and penalties imposed by this Chapter, or any amendment thereof, shall be prosecuted in the name of Her Majesty the Queen, and when any act or thing is directed to be done or prohibited by this Chapter, and no penalty is provided therefor, then and in such case the person violating this Chapter shall be liable to a penalty not exceeding twenty dollars, and in default of payment to imprisonment in the county jail for a period not exceeding sixty days, or both, at the discretion of the stipendiary magistrate. 1895, c. 1, s. 84 (22). Fines and penalties, &c., how prosecuted.

CHAP. 55.

Provisions of
Summary Con-
victions Act,
shall apply.

32. The provisions of "The Summary Convictions Act," shall apply to all proceedings instituted under this Chapter when not inconsistent with any expressed provision herein; and the stipendiary magistrate shall amend any summons, warrant, conviction, or any document, to make it in accordance with the evidence. 1895, c. 1, s. 84 (23.)

SCHEDULE.

Resolved, that the provisions of the second part of "The Towns' Compulsory Attendance Act," shall be made operative in this town.

**An Act to Amend Chapter 52, Revised Statutes,
1900, "Of Public Instruction."**

Be it enacted by the Governor, Council, and Assembly, as follows:

1. Chapter 52 of the Revised Statutes, entitled "Of Public Instruction," is hereby amended as follows:

(1) Section 71 is amended by adding at the end thereof the words following:

"Except in the cases of any section the schools of which are affiliated with the Provincial Normal School and of the city of Halifax, in which two cases the amount shall not in any year exceed twelve hundred dollars."

(2) The following section is added after section 67:

67A. "The time employed by the principal of the schools of any school section in supervising or grading the schools, the time employed by teachers of his staff who are required to assist in the grading of any of the departments, the time teachers are in attendance at certain educational institutes with the consent of their trustees, and the time lost by the necessary closing of a school on account of such conditions as the presence of contagious disease, shall be reckoned as authorized teaching time in lieu of actual teaching on authorized teaching days according to the conditions prescribed by the council."

(3) The form given for teachers' oath in the third schedule is repealed and the following substituted therefor:

"THIRD SCHEDULE."

TEACHER'S OATH.—(Section 105.)

"I a duly licensed teacher of class
 of the Province of Nova Scotia, make oath and say that I
 have taught and conducted school in school section No.
 district of in accordance with law, for the
 period of * authorized teaching days, from the
 day of to the day of
 during the school year, ending July, 190 being*
 days during *first* half-year, and*† days
 during *second* half year; that in addition‡ I was employed as specified in
 the regulations of the Council, Nos for*
 days, namely: §

 that the prescribed register has been faithfully and correctly kept by me
 in every particular as prescribed, and that to the best of my know-
 ledge and belief the total days' attendance for the *year* in this
 school, made by the enrolled pupils in the said period was *†
; that my agreement with the trustees is in accordance with the
 statutes and regulations, and that there is no collusive understanding by
 which any portion of the agreement is to be made of no effect.

..... *Teacher.*

Sworn to at in the
 County of this
 day of
 A. D., before me,
 J. P., in and for the
 County of

*The numbers to be expressed by words, not figures.

†To be filled in with a dash in semi-annual returns.

‡If teacher claims no additional days under regulations, the blank following to be filled
 in with a dash.

§Here specify the employment with date.

THE TOWNS' INCORPORATION ACT OF 1900.

(Extract from Chapter 71 of the Revised Statutes of Nova Scotia, 1900.)

* * * * *

SCHOOLS.

151. The town shall be a separate school section, and the control and management of the public schools of the town shall be vested in a board of commissioners, who shall, subject to the provisions of this Chapter, have the powers and perform the duties conferred and imposed upon school trustees by the provisions of "The Education Act." 1895, c. 4, s. 77, part. Town to be a separate school section.

152. The council shall, at the first meeting after the annual election, or so soon thereafter as practicable, select three of its number to be members of such board, and at every such annual selection at least one of the three persons previously selected shall, if there is one remaining in the town council, be chosen for such purpose. 1895, c. 4, s. 77, part. Appointment of commissioners of schools, &c.

153.—(1.) The commissioners of schools heretofore appointed by the Governor-in-Council shall continue to hold office for the terms for which they were respectively appointed, and upon the expiration of such terms, successors shall be appointed who shall hold office for three years, and every person appointed, unless for an unexpired term, shall hold office for three years, except as in this section otherwise provided. Term of office.

(2.) In the case of towns hereafter incorporated under this Chapter, the Governor-in-Council shall, after the proclamation incorporating the town, appoint two persons to act in conjunction with three persons to be appointed by the town council at its first meeting after incorporation, as school commissioners for the town, and the commissioners so appointed by the Governor-in-Council shall hold office until the first day of February next following. Two commissioners may be appointed after proclamation of incorporation.

(3.) Upon the said first day of February the Governor-in-Council shall appoint two persons as such commissioners for the town, one of whom, to be named by the Governor-in-Council at the time of his appointment, shall retire at the end of two years, and the other shall hold office for three years, and every person thereafter appointed shall hold office for three years, unless appointed for an unexpired term. Governor-in-Council to appoint commissioners.

Governor not to
appoint member
of Council.

(4.) No person who is a member of the town council shall be appointed by the Governor-in-Council as such commissioner, and any person appointed as such commissioner shall vacate his office as such on being elected a member of the town council. 1895. c. 4, s. 77 (2).

Vacancy in
board, how
filled.

154. In the event of a vacancy by death, resignation or otherwise, in the office of commissioner, the Governor-in-Council or the town council, as the case may be, shall appoint a person to hold office for the unexpired term, or for the term of three years, as the case may be. 1895, c. 4, s. 77 (3).

Powers of board.

155. The board of commissioners shall have the exclusive control and management of the public schools of the town, and shall have the management and control of the school buildings, including the maintenance and repair thereof. They shall appoint and dismiss teachers in such schools and employees in or about such buildings, and shall regulate courses of study, and shall make all necessary regulations for the management and government of such schools. 1895, c. 4, s. 77 (4).

Clerk, Chair-
man.

156.—(1.) The town clerk shall be clerk and treasurer of the board. A chairman shall be chosen by the members of the board at a meeting to be held on the second Tuesday of February in each year, at a time and place to be fixed by the clerk, and of which notice shall be given by him to every member of the board.

Adjourned
meetings.

(2.) The meeting so held may adjourn to a date not later than a week from that at which it is called, and in the event of no quorum being present at such meeting, the clerk shall appoint a subsequent time and place of meeting, of which notice shall be given by him to every member of the board, and a chairman shall be chosen at such meeting. 1895, c. 4, s. 77 (6).

Estimate of
amount requir-
ed for school
purposes.

157.—(1.) The board shall, as soon as convenient after the annual election of mayor and councillors, furnish the council with an estimate of all sums required for school purposes for the current year, including the sum required to meet the interest on any outstanding debentures or permanent indebtedness incurred on account of the purchase of school lands, the erection of school buildings, or other school purposes.

(2.) The council shall provide for the amount so estimated in the making of the annual rate, and the council shall pay over such amount to the board on the warrant of the chairman.

(3.) The council shall advance to the board all such sums as are found necessary to defray the current expenses of the public schools pending the collection of the rates, and

such amounts shall be paid and received by the board on account of the amount so estimated and rated. 1895, c. 4, s. 77 (5).

158. The estimate furnished by the commissioners as provided in the next preceding section, shall not include any expenditures for repairs or improvements of any extraordinary nature, nor for the construction of new buildings or the purchase of land. 1895, c. 4, s. 77 (10), part. Estimate shall not include extraordinary expenditures.

159. The treasurer shall, upon the order of the chairman, pay out from time to time all such sums as are ordered, and all checks drawn for money payable for school purposes shall be signed by the clerk and countersigned by the chairman. 1895, c. 1, s. 77 (7). Payments, how made.

160. If the town council refuses or neglects to make provision for or pay over the sum estimated by the board to be necessary for school purposes, or if the board requires any portion of such sum before the same is realized from the annual rates, the board may borrow such sum, or so much thereof as is so refused or withheld, or is so required, from any bank or person who will advance the same, and the amount so advanced may be recovered by the lender in an action against the town for money paid; or the board may obtain the same, or any part thereof, by the issue of a debenture or debentures in the form K in the first schedule to this Chapter, for such sum and term of years, not exceeding five years, and at such rate of interest, as they determine from time to time, and such debentures shall constitute a debt due by the town, and all sums required to pay the interest thereupon shall be included in the estimate of sums required for school purposes furnished by the board, under the provisions of this Chapter. 1895, c. 4, s. 77 (8). Power of board to borrow money.

161. All property, real and personal, within the town, shall be liable for the redemption of such debentures. 1895, c. 4, s. 77 (9). Debentures charge on property in town.

162.—(1.) If in the opinion of the board it is necessary to purchase land, construct any new school building, or effect any extraordinary improvements, the board shall apply to the council, who shall alone have the power to authorize the same. Council alone to borrow money for extraordinary expenditures.

(2.) The council may, when authorized by a town meeting duly held under the provisions of this Chapter, and without any application to the legislature, borrow the money required for the purchase of land for school purposes, the erection of any new school building, or any extraordinary improvements so applied for by the board. Must be authorized by town meeting.

Payment of
interest and
principal.

(3.) All amounts so borrowed shall be repaid, with interest at a rate not exceeding five per cent., by equal annual instalments, not exceeding twenty, and shall be a charge upon the ratable property in the town.

Debentures.

(4.) The council may issue debentures, with interest coupons attached, in the form L in the first schedule to this Chapter, for any money so borrowed, and such debentures shall be signed by the mayor and countersigned by the clerk. 1895, c. 4, s 77 (10), part.

Board to be
appointed in
every town.

163. In every incorporated town in which such board has not been constituted the Governor-in-Council shall appoint two suitable persons, who, together with the persons already appointed or to be appointed as school commissioners in such town, shall until such board is constituted form a board of school commissioners for the town, and shall have all the powers and perform all the duties of such board as defined in this Chapter, except providing and disbursing the moneys required for the management of the schools. 1895, c. 4, s. 78.

Property taxed
in other sections
to be exempt in
town.

164. All real and personal property within the town liable to taxation for school purposes in other sections under the provisions of "The Education Act," or any amendment thereof, shall be exempt from taxation for the support of the schools of the town. 1895, c. 4, s. 95, part.

SPECIAL SCHOOL RATE.

Assessment roll
for purposes of
school rate.

165.—(1.) The town clerk shall each year add to the total annual assessment within the town, the assessed value of all property outside the town liable to taxation for the support of the schools of the town, and shall deduct from the total sum so obtained the assessed value of all property within the town liable to taxation for school purposes in other sections under the provisions of "The Education Act," or any Act in amendment thereof, and from the amount of valuation so ascertained, and from the amount required for all school purposes for the then current year, he shall compute the rate per centum upon such valuation necessary to produce such required amount.

School rates.

(2.) The rate when so ascertained shall be a special school rate for the current year, payable by every person resident within the town, in respect to all property, real and personal, owned by such person within the municipality but lying outside the town limits, and the council shall annually at the time when other town rates are collected authorize the collecting of such special rate on the assessed value of such outside property. 1895, c. 4, ss. 95 (1), 113, part.

166. Subject to the provisions of "The Assessment Act" ^{Municipal assessment rolls to be conclusive.} as to appeals, all persons resident within an incorporated town shall be conclusively bound with regard to their property outside the limits of the town, both as to ownership and valuation, by the entries in the assessment roll made by the assessors in the different districts throughout the municipality, and the town assessors in making up the town assessment roll shall be guided in the assessment of property outside the limits of the town belonging to persons resident within its limits by the entries of such property so made by the several assessors on their respective assessment rolls throughout the municipality. 1895, c. 4, s. 115, part.

COMMENTS AND REGULATIONS OF THE COUNCIL OF PUBLIC INSTRUCTION.

THE SUPERINTENDENT.

1. The Superintendent of Education, as secretary of the Council of Public Instruction, shall administer the statutes of Public Instruction in accordance with the regulations of the Council, reserving for its special action any extraordinary or doubtful case for which appropriate provision may not appear to have been made.

2. He shall issue a formal requisition to the provincial cashier for the payment of such portions of the money appropriated by the legislature for educational purposes, as may be required from time to time.

3. He shall have published as supplementary to his annual report, in the *Journal of Education* (which shall be a semi-annual bulletin of the Education Department), the amount of the provincial grant paid every half school year to each teacher employed in the public schools, the amount of the municipal school fund paid annually to each school board, the teachers licensed, the graduates of the Provincial Normal School and of the Provincial High Schools, the provincial examination questions and courses of study prescribed, the latest amendments of the school laws, and such other information as he may deem useful for the public schools.

DISTRICT BOARDS.

4. The maintenance of an efficient school in accordance with both the letter and the spirit of the law renders it necessary to retain sections of good size. Except in densely peopled settlements, a section should be not less than four miles in length. It is the duty of each district board to exert its influence and authority to preserve, wherever practicable, such a number of inhabitants in each section as will enable either graded schools or the closest possible approximation to them to be sustained in all the more densely settled portions of the country. No mere preference in favor of one section or another, on the part of parents, should be allowed to interfere with the preservation of the proper bounds of sections. Such bounds should always be determined upon as will enable the people of all the sections to educate their children in the most efficient and economical manner. This can be attained only by means of large school sections. In making any necessary change in the established boundary of any section, the utmost care must be exercised that such change does not take effect prior to the settlement of engagements entered into by the trustees under the authority of the annual meeting. As the law provides that alterations in boundaries shall not take effect until the beginning of the next ensuing school year, the Council recommends that they be made only at the regular annual meeting of commissioners. The sections affected should always be notified as early as possible of the decision of the board. The titles and locations of these districts are indicated under 17 following.

5. Any person or persons intending to apply to the district board for a change in the boundaries of any school

section must hereafter post a written notice of such intention to the secretary of trustees, and in one or more public places within each section affected, at least ten days previous to the meeting of the commissioners; and the notice must specify distinctly the change or changes to be applied for.

6. All applications for changes in the boundaries of sections, and for the creation of new sections, must be accompanied by full information touching all the interests affected by such changes. This information is particularly required when it is proposed to create new sections, and it should include plans showing the relation of the new section to the section or sections from which it is to be detached, with distances carefully marked; also the number of ratepayers and children of school-going age, and the amount of assessable property, in both old and new sections.

7. As the law provides that no action taken by district boards towards the establishment of new sections or the union of two or more sections into a fewer number shall have force until ratified by the Council, it is hereby made the duty of the inspector of schools, in his capacity as clerk of the district board, to forward to the Superintendent, together with report of action of board, either in original or copy, all documents detailing the information on which such action in establishing new sections was based.

8. The board being authorized by law to name a committee of not less than three of its number to appoint trustees of schools as occasion may arise between the yearly meetings of the full board, the Council recommends that such a committee be named by each board. A careful record of all appointments made by the committee must be kept and reported to the board, to be entered in the minutes. The inspector shall be *ex officio* secretary to the committee.

9. The power committed to each district board of condemning school-houses is an important one, and should with necessary prudence, be faithfully exercised. There cannot be any lasting educational progress unless suitable school accommodation for all the children is provided by each section, according to its ability. The law provides means by which an ample portion of the resources at the command of the inhabitants of each section may be devoted to so necessary and so noble a use; and it is for each board to insist that the plain and reasonable demands of the law be complied with. The Council recommends that every case calling for the exercise of this power be dealt with at the annual meeting of the commissioners, and that the trustees of the section be immediately notified of the declaration made and its consequences.

10. District boards should not put on the list of "poor sections," to receive the extra grants, any school section less than four miles in diameter, unless its geographical environment of sea, marsh, river or other physical barriers is such that it cannot be reasonably enlarged by the absorption of adjacent territory. The formation of small sections, especially in poor districts, should be discouraged in every manner possible; and where weak and small sections may have come into existence, steady pressure from year to year should be exercised upon them, until they have been united with or absorbed into other sections.

11. In forming a "border section" the district board shall determine the portion of the boundary within its own district only. The school shall be under the jurisdiction of the board of the district within which the school house is situated. See also 1900, c. 52, ss. 11 (g) and 57 (2).

INSPECTORS.

12. In addition to the duties and obligations specified in the statutes and the other regulations, the inspector shall have general oversight, under the direction of the Superintendent, of all the public schools in his inspectorial division, including Manual Training Schools, Domestic Science Schools, Agricultural Schools, Government Night Schools, or any schools which may be in receipt of public money through the Education Department; and it shall be his duty to report to the Superintendent as promptly as possible any evasion of the law or any development or condition of affairs affecting educational interests injuriously, which he cannot effectively adjust.

13. He shall at the end of the half year and at the close of the year, make reports to the Superintendent on the prescribed returns legally made by teachers and trustees of schools within his division in the form prepared by the Education Department, classifying each teacher and school correctly according to law; and he shall pay to the teachers their share of the provincial grant as directed by the Superintendent.

14. He shall report to the Superintendent by the first day of October, each year, the names of the schools opened, with such other information as may be required, on the form called the "school directory." Schools opening later shall be reported on the form of the "monthly report" of his inspectorial visits, which monthly reports shall be made on the first of each month excepting August and September. On these "monthly reports" he shall also note cases of agreements between teachers and trustees for less than one year, to which he consented.

15. In the inspection of schools he shall record his observations in the form indicated by the Inspector's Note Book provided for him by the Education Department, to which it shall be returned when required by the Superintendent. These notes suggest the more important subjects of inquiry and examination.

The following points should also be noted :

- (a) Time should be taken to enable an intelligent judgment to be formed regarding the classification of the school, the methods of instruction pursued, the order and discipline maintained, and the general ability and faithfulness of the teacher. A class exercise or two conducted by the teacher, either at his own discretion or

by request of the inspector, will prove far from sufficient for the above purposes. The latter official should in all cases personally test the knowledge and progress of the pupils by appropriate questions and requirements, and he should himself illustrate, as opportunity may offer, the most approved methods of teaching the various branches. This work should be done in a kindly and sympathetic manner, *yet thoroughly*. Both the teacher and his pupils should be led to regard the visit of the inspector as an occasion of real importance. This object will be furthered if great care is taken by the inspector to ascertain the *general* educational status of the school. It should be borne in mind that effective teaching approves itself by the results which it produces on the school as a whole. The teacher who is able to secure the advancement of but a few of his pupils is a virtual failure, and if satisfied with such a state of things he has but a low conception of his duty.

- (b) It is believed that a satisfactory estimate of the character of the work done in the *smallest* school or department cannot be obtained in a less period than one hour and thirty minutes. For an ordinary school at least two hours will be required, and in many cases a full half-day will be found necessary. Many of our teachers are inexperienced. Some are lacking in skill; others in disciplinary powers; others, again, do not faithfully apply themselves to their duties. Now it is clear that a mere flying visit to schools in such hands is worse than useless. If no inspection is made, no opinion can be formed nor advice given; and the inexperienced, unskilled, feeble or idle teacher, receiving from the supervisory authority no suggestion or criticism, is simply confirmed in the habits which impair his usefulness.
- (c) It might be shown that the dignity of the office of inspector of schools is as much at stake in this matter as is the welfare of the schools themselves. Persons accepting the office should understand that, while a thorough annual examination of all the schools, with a second examination of those specially requiring it, in accordance with these views, is within the reach of the inspector, its accomplishment will involve protracted and for months almost continuous absence from home.
- (d) Should the inspector find anything faulty or defective in the teacher's methods of instruction or government, or in the classification and general management of the school, he is advised, with a view to the preservation of the teacher's influence and authority, to reserve his suggestions and cautions for private conference with the teacher, so far as he conveniently can. It will also be his duty, should he find the statutes or the regulations of the Council disregarded in the organization and management of the school, or in respect to school accommodation and surroundings, or in any other respect, to call the attention of the trustees or teacher or both, as the case may require, thereto, so that what is amiss or defective may be remedied before it causes a forfeiture of public aid to the school.

16. He shall require teachers as early as possible after the opening of school each year to discover and report the name and address of any one in the school section who has the care of a child whose *sight* or *hearing* does not permit him or her to be taught effectively in the public school; and he shall initial and transmit to the Superintendent any such address and information as promptly as possible, to be further transmitted to the Superintendent of the Halifax School for the Blind, or the Principal of the Institution for the Deaf and Dumb, as the case may require.

17. The titles and general location of the inspectorial divisions of the Province, as well as of the districts referred to under 4 to 11 preceding, are as follows:

<i>Inspectorial Divisions.</i>	<i>Counties.</i>	<i>Commissioners' Districts.</i>
No. 1.....	Halifax.....	Halifax West.
".....	".....	Halifax East.
".....	".....	Halifax Rural.
No. 2.....	Lunenburg.....	Lunenburg.
".....	".....	Chester.
".....	Queens.....	South Queens.
".....	".....	North Queens.
No. 3.....	Shelburne.....	Shelburne.
".....	".....	Barrington.
".....	Yarmouth.....	Yarmouth.
".....	".....	Argyle.
No. 4.....	Digby.....	Digby.
".....	".....	Clare.
".....	Annapolis.....	Annapolis West..
".....	".....	Annapolis East.
No. 5.....	Kings.....	Kings.
".....	Hants.....	Hants West.
".....	".....	Hants East.
No. 6.....	Antigonish.....	Antigonish.
".....	Guysboro.....	Guysboro.
".....	".....	St. Mary's.
No. 7.....	Cape Breton.....	Cape Breton.
".....	Richmond.....	Richmond.
No. 8.....	Inverness.....	Inverness South.
".....	".....	Inverness North.
".....	Victoria.....	Victoria.
No. 9.....	Pictou.....	Pictou South.
".....	".....	Pictou North.
".....	Colchester.....	Colchester South.
No. 10.....	".....	Colchester West.
".....	".....	Stirling.
".....	Cumberland.....	Cumberland.
".....	".....	Parrsboro.

TRUSTEES OR SCHOOL BOARDS.

18. The trustees of schools and commissioners of schools for towns or cities may be briefly indicated as school boards.

19. In cases where sections fail to determine, in annual meeting, which member of the board of trustees shall retire from office, or to fill the annual vacancy in the trusteeship, it shall be the duty of the inspector to determine which trustee shall retire; and the district board shall fill such vacancy in the manner directed by law.

20. The board of trustees should, at its first meeting after the annual school meeting, fix the time and place for its *regular* meetings during the school year, if the requirements of the section render such meetings desirable. When this is done, no other notice of any regular meeting will be required to be given to the trustees. Whenever a special meeting is necessary, each member must be duly notified.

of the same. A majority of the board of trustees is competent to transact business *only when all the members have received notice of the meeting*. The minutes of all meetings, with the names of those present, should be carefully recorded.

21. A relation being established between the trustees and the teacher, it becomes the duty of the former, on behalf of the people, to see that the scholars are making sure progress; that there is life in the school, both intellectual and moral—in short, that the great ends sought by the education of the young are being realized in the section over which they preside. All may not be able to form a nice judgment upon its intellectual aspect, but none can fail to estimate correctly its social and moral tone. While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher “to inculcate by precept and example a respect for religion and the principles of Christian morality.” To the trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher.

22. *Whereas*, It has been represented to the Council that trustees of public schools have, in certain cases, required pupils, on pain of forfeiting school privileges, to be present during devotional exercises not approved of by their parents; *And whereas*, Such proceeding is contrary to the principles of the school law, the following regulation is made for the direction of trustees, the better to ensure the carrying out of the spirit of the law in this behalf:

It is ordered, That in case where the parents or guardians of children in actual attendance on any public school or department signify in writing to the trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening, or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises.

23. In every section in which more than one teacher is employed, it shall be the duty of the school board to appoint one as principal of all the schools of the section, who shall be the advisory officer of the board with reference to the general management of the schools, and shall be responsible, together with the board and its secretary, for the harmonious co-ordination of the work of each school department in accordance with law, and for the accurate summation of the statistics of each teacher's return in the general return required to be made by the section.

(a) When there is more than one school building in the section, the principal teacher in each shall be.

appointed head master or principal of the schools in the building, but subordinate to the general supervising principal of the schools of the section referred to in the preceding paragraph.

(b) The principal of the schools of the section and the principal teacher or head master in each school building must hold at least a *first* class license (class B); except in the case of the principal of the schools of a section with no more than two teachers, and in the case of a head master or principal teacher in a school building with not more than three teachers, when a *second* class license (class C) shall be legal if recommended by the inspector as justified by the emergency.

(c) When the schools are so numerous as to require the whole time of the principal of the schools of the section in supervisory work instead of the regular teaching of a class, he may be known as the supervisor of the schools of the section.

24. The following shall be the proper form of bond for secretary of trustees:

PROVINCE OF NOVA SCOTIA.

KNOW ALL MEN BY THESE PRESENTS, THAT WE, (*name of secretary*) as principal, and (*names of sureties*) as sureties, are held and firmly bound unto our Sovereign Lord EDWARD VII., by the Grace of God, of the United Kingdom of Great Britain and Ireland, King, &c., in the sum of

_____dollars of lawful money of Canada, to be paid to our said Lord the King, his heirs and successors, for the true payment whereof we bind ourselves, and each of us by himself, for the whole and every part thereof, and the heirs, executors and administrators of us and each of us, firmly by these presents. Sealed with our seals and dated this _____day of _____in the year of our Lord one thousand nine hundred and _____

Whereas, The said _____has been duly appointed to be secretary to the board of trustees for _____school section No. _____in the district of _____

Now the condition of this obligation is such, that if the said (*name of secretary*) do and shall, from time to time, and at all times hereafter, during his continuance in the said office, well and faithfully perform all such acts and duties as do or may hereafter appertain to the said office by virtue of any law of this province, and shall in all respects conform to and observe all such rules, orders and regulations as now are or may be from time to time established for or

in respect of the said office; and if on ceasing to hold the said office, he shall forthwith, on demand, hand over to the trustees of the said school section, or to his successor in office, on the order of the trustees, all books, papers, moneys, accounts and other property in his possession by virtue of his said office of secretary.—then said obligation to be void—otherwise to be and continue in full force and virtue.

[*Name of Secretary*] (Seal.)

[*Names of Sureties.*] (Seals.)

Signed, sealed and delivered }
in the presence of }
[*Name of Witness.*]

25. When the same secretary is continued in office from one year to another, it is not necessary that he should give a new bond, provided the existing one is drawn in a sufficient sum and the sureties are satisfactory to the trustees.

26. In every case where no provision is made for the secretary's commission by the school meeting, in its vote of any sum, it shall be allowable for the trustees to add the commission in levying the assessment.

TEACHERS.

27. Every teacher or assistant or substitute (except a temporary substitute in an emergency too brief to allow communication with the inspector) when commencing to teach in any school, must on the first day of his or her incumbency, mail or otherwise directly send a notice in writing to the inspector of the district, intimating the fact, the *class* of license held, with its *year* and *number*, the period of engagement, the address of the secretary of trustees, and name of school section where previously engaged. (A teacher intending to compete for a class "A" superior school grant or the local agricultural grant should also at this time, intimate the rank for which he is a candidate.) This intimation shall be put on file in the inspector's office; and any delay on the part of the teacher in giving such notice shall render him or her liable to the loss of provincial aid up to the date of proper notification. When there are more than one teacher in a section, such intimations may come through the principal or supervisor of the schools of the section.

28 The attention of teachers and trustees is specially called to the necessity of complying with the provisions of the law in relation to the disposal of the county fund. It would appear from report that in some cases teachers have, in their agreements with trustees in respect to salary, assumed all risk as to the amount to be received from the county fund. Such proceeding is contrary to the provisions of the law, and directly subversive.

of a most important principle of the school system, since the pecuniary penalty imposed upon the inhabitants of the section by the absence and irregular attendance of pupils is thereby inflicted upon the teacher, while the pecuniary rewards consequent upon a large and regular attendance of pupils at school are diverted from the people to the teacher. These results clearly tend to prevent the growth and development of sentiments of responsibility and interest among all the inhabitants of each section, and thus measurably defeat the object of the whole system—the education of every child in the province.

29. All contracts and agreements between trustees and teachers must be in writing. The rate of pay to be received by the teacher from the trustees must be a fixed and definite sum or stipend, and must be distinctly named in the agreement. The amount which the trustees may become entitled to receive, from the fund raised by county assessment being necessarily uncertain and unknown at the date of such agreement, it shall not be lawful for the teacher to agree to receive such unknown and uncertain sum as a portion, or the whole, of his or her remuneration from the trustees.

30. FORM OF AGREEMENT:

Memorandum of Agreement made and entered into theday of....., A. D. 190..., between (*name of teacher*) a duly licensed teacher of theclass, of the one part, and (*names of trustees*) trustees of School Section No, in the district of.....of the second part.

The said (*name of teacher*) on his (or her) part, in consideration of the below mentioned agreement by the parties of the second part, hereby covenants and agrees with the said (*names of trustees*), trustees as aforesaid, and their successors in office, diligently and faithfully to teach a public school in the said section under the authority of the said trustees and their successors in office, during the school year ending July next.

And the said trustees and their successors in office on their part covenant and agree with the said (*name of teacher*), teacher as aforesaid, to pay the said (*name of teacher*) out of the school funds under their control, at the rate of.....dollars for the school year in equal instalments semi-annually.*

And it is further mutually agreed that both parties to this agreement shall be in all respects subject to the provisions of the school law and the regulations made under its authority by the Council of Public Instruction.

In witness whereof, the parties to these presents have hereto subscribed their names on the day and year first above written.

Witness,
[*Name of witness.*]

[*Name of teacher.*]
[*Names of trustees*]

*Or quarterly.

31. As each inspector at the inspection of every school must examine the agreement between the trustees and teacher, or a true copy thereof, in order to report to the Superintendent of Education, each teacher should at such time submit the required document for examination.

32. The grant payable to the teacher from the provincial treasury shall be independent of, and in addition to, the sum or rate specified in the agreement with the trustees; and shall be paid by the Superintendent of Education through the inspector of schools semi-annually, after the end of the first half of the school year and after the close of the school year respectively. The first payment, which will virtually be a payment on account, shall be based on the scale of the previous year.

33. The law makes provision for the employment of assistant teachers. These, of course, will not expect so much remuneration as teachers upon whom is devolved the management of schools in departments. Trustees are empowered to employ any qualified person as an assistant, but those only who hold licenses received after due examination on the prescribed syllabus, and who teach at least four hours daily in a class-room separate from the teacher's school-room, can receive provincial aid from the superintendent, provided, however, each makes the regular affidavit required of teachers. It may frequently occur that some advanced pupil in the section would render valuable aid in the capacity of an assistant during a portion of the day, and trustees are empowered by law to employ such if they desire, even though he or she may not have a license. Such assistant, however, cannot receive provincial aid.

34. Class "A" Teachers.

- (a) A class "A" principal of at least a three-department school whose status of accommodation and equipment is that prescribed for superior schools, provided there is an average attendance of at least fifteen high school pupils in the highest department, and provided he fulfills all the duties of his principalship satisfactorily in the estimation of the inspector, shall be ranked as "A¹," entitling him to the Provincial Aid rate of \$210 as provided in chapter 52, section 68, of the Revised Statutes.
- (b) A class "A" principal of a school of at least two departments who has an average attendance of at least ten high school pupils, or a class "A" teacher in a high school department who has an average attendance of at least twenty high school pupils not counted to qualify any other teacher, provided the school is of the status prescribed for superior schools and the duties of the teacher have been satisfactorily performed in the estimation of the inspector, shall be ranked as "A²," entitling him to the Provincial Aid rate of \$180 as provided in the statute aforesaid.

- (c) A class "A" teacher employed in any school of the

status of accommodation and equipment prescribed for superior schools, provided his duties have been satisfactorily performed in the estimation of the inspector, shall be ranked as "A₃," entitling him to the Provincial Aid rate of \$150 as provided in the statute aforesaid.

- (d) A class "A" teacher who fails to win the rank competed for may be awarded a lower rank by the inspector. If he fails to rank as "A₃," he shall be ranked as "A₄," entitling him to the Provincial Aid as prescribed in the statute aforesaid for class "B" only.

35. Collegiate Teachers.—When the members of the teaching staff of any high school teach the pupils of the various grades only their own special subjects, the principal should arrange that each teacher shall be specially responsible for the full and accurate keeping of the school register for the pupils of one grade or class, co-operating with his colleagues in recording their attendance under the other teachers, and at the end of the half year and year shall make out complete returns for his special grade or class as required of all other teachers. The returns of these teachers when accurately summed up by the principal in the prescribed return for all the schools of the section, will then give the exact summation of all the items for the whole section.

36. Teachers of Agriculture—(a) In order to benefit through the provisions of section 69 of chapter 52 of the Revised Statutes of 1900, the teacher competing must notify the Principal of the Provincial School of Agriculture, as well as the inspector, of the opening of the school, of its special equipment, and of the rank of classification he is competing for. The classification of the school as "superior," "good" or "fair" by the said Principal, will qualify the teacher for the Provincial Aid, respectively of "A₁," "A₂" or "A₃" of regulation 34 preceding.

(b) One of the four following conditions is required in order to classify an Agricultural School as "Superior,"

I. Where a special class of pupils (preferably including some who attend chiefly on account of this work) can be formed to study the following subjects, in which they shall receive proper instruction, including demonstrations in a school garden or on neighboring farms;

- (a) Agriculture.
- (b) Agricultural Chemistry.
- (c) " Botany.
- (d) Anatomy and Physiology of Farm Animals.
- (e) Care and feeding of " "

II. In graded schools, where pupils from rural sections attend, a course shall be given including (a), (b) and (c) above to the eighth and higher grades, with demonstrations in a school garden or on neighboring farms.

III. In graded schools of more than four departments where the agricultural teacher can superintend and conduct the Nature lessons and

Science classes and conduct classes in any three of the above subjects, with demonstrations in a school garden or on neighboring farms

IV. In miscellaneous schools maintaining a school garden or its equivalent and conducting a proper course of lessons on Nature and the Sciences and with a class in (a), (b) and (c) above.

(c) *The following conditions are required in order to classify an Agricultural School as "Good."*

I. Where the conditions are similar to those for a "Superior" school, but only a major portion of the work is carried out satisfactorily.

II. Where only a course in Agriculture or Agricultural Chemistry can be given in the school, but where this is supplemented with evening classes, public addresses upon agriculture or active support in the local agricultural society in promoting the agriculture of the section.

(d) Where the previous conditions are not fully complied with in all respects, but the agricultural teaching and equipment has been specially valuable in some important respects, the school may be classified as "fair."

(e) The teacher must hold the regular Diploma from the Provincial School of Agriculture; but where suitable equipment is not provided, or where teachers fail to inform the Principal of the Provincial School of Agriculture, whose duty it is to inspect these local schools, of their intention to apply for the grant when they commence teaching, or where they neglect to make quarterly reports of the work, the school shall not be classified at all, and the teacher will draw only such Provincial grant as his Public School License may entitle him to.

SCHOOL MEETINGS.

37. The following outlines indicate a convenient order of the business to be transacted by the annual school meeting:

ORDER OF BUSINESS.

(1.) To elect a chairman and secretary of the meeting. C. 52, s. 23.

(2.) To hear the minutes of the previous annual meeting read.

(3.) To receive the report of the auditors of the accounts of the school board. C. 52, ss. 26, 27.

(4.) To receive the report of the school board on the work of the board during the year, with the requirements and estimates for the ensuing year. (This report should contain a detailed inventory of all the property of the schools, including maps, apparatus of all kinds, library books, etc., and should be filed for permanent record with the secretary, or copied into secretary's record book at the end of each school year's transactions.)

(5.) To elect a new trustee or trustees. C 52, ss. 31 to 57, etc.

(6.) To determine the amount to be raised by assessment on the section during the ensuing school year as specified in chapter 52, section 22 (b) and (c). (Sub-section "c" just referred to indicates that for certain purposes such as buildings and repairs, the meeting may determine the amount to be paid for a series of years, for which money may be borrowed under the conditions determined by

sections 63, 64 and 65 of chapter 52; but for the purpose of the annual statistics required to be entered into the school registers and into the annual returns under oath, only the amount of any such vote or instalment of debt as is to be levied on the school section during the school year is to be reckoned as the amount of the vote for the year.)

(7.) To take a vote on the adoption of the "Compulsory Attendance" law (C. 52, ss. 110 to 114, or in towns, C. 55) if it has not already been once adopted. (When once adopted by a school section the law continues for ever in force, without the possibility of repeal except by the Provincial Legislature.)

(8.) To consider any subject deemed of importance to the educational interests of the school section. C. 52, s. 22 (e).

(9.) To adjourn the meeting to another date if all the business of the annual meeting has not been completed.

38. The statute requires the chairman and secretary of the annual meeting to sign a copy of the minutes for the trustees, to be forwarded to the inspector by the trustees within one week after the meeting. The inspector will report to the education office in the annual school directory the amount of the money voted.

39. The school meeting should be careful, in voting its estimates, to authorize a sum amply sufficient to enable the trustees to meet the liabilities of the school year. Any balance remaining in the hands of the trustees is, of course, to be carried to the credit of the next school year, while any deficit arising from an authorized expenditure may be carried forward and provided for in the estimate of the following year.

40. As a general rule it is recommended that the money voted at the annual meeting shall be levied and collected within the first half of the school year, so as to enable the trustees to pay the semi-annual instalment of the teachers' salaries promptly. The county fund will come in with any balance from the sectional assessment to pay the last instalment of the teachers' salaries for the year.

41. In some fishing districts it may be found desirable to take advantage of that provision of the law under which the Council may fix for a given section an earlier date for its annual school meeting than the last Monday of June. If any such cases exist, it is very desirable that these early annual meetings be held on the same day. The last Monday in March is suggested as likely to be the most generally convenient date. Sections feeling the necessity of an early date for the annual school meeting should, through their trustees, make an application to the Council through their inspectors *before the end of February*, so that the inspectors may be able to transmit all such applications, with recommendations or comments thereon, to the Council, on the 1st day of March, when it is probable action can be taken promptly on them, and due notice given in time for the holding of the meetings on the last Monday of the month.

42. The school sections whose annual meetings have been fixed by the Council for the last Monday in March are specified in the following list:

SOUTH INVERNESS.

No. 3. Low Point.

No. 88. Long Point.

57. North West Arm.

NORTH INVERNESS.

No. 1. Grantosh, Pleasant Bay.

No. 1½. Pleasant Bay.

VICTORIA.

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| No. 26. Upper Washabuckt. | No. 71. Broad Rd. Valley (C. North). |
| 57. Tarbert. | 73. Neil's Harbor. |
| 57½. Tarbertvale | 82. West Ingonish. |
| 59. Indian Brook. | 95. Sugar Loaf (Cape North). |

CAPE BRETON.

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| No. 18. South Head. | No. 76½. Gabarus Bay. |
| 20. Milton. | 77. Gull Cove. |
| 29. Caribou Marsh. | 79. Gabarus Lake. |
| 60. Bateston. | 80. Belfry. |
| 61. Clarke's Road. | 81. Canoe Lake. |
| 62. Mainadieu. | 82. Upper Grand Mira. |
| 63. West Louisburg. | 83. Grand Mira |
| 66. Big Lorraine. | 83½. Victoria Bridge. |
| 75. French Road. | 84. Grand Mira North. |
| 76. Gabarus. | 117. Oceanview. |

RICHMOND.

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|-----------------------|-----------------------|
| No. 1. Acadiaville. | No. 37. Red Islands. |
| 2. Port Royal. | 38. Hay Cove |
| 3. Janvrin's Island. | 39. Soldier's Cove. |
| 4. Arichat. | 40. Salmon River. |
| 5. Poulamond. | 41. Lynch's River. |
| 6. Martinique. | 42. River Bourgeois. |
| 10. Cape LaRonde. | 43. Cannes. |
| 11. D'Escousse. | 45. Grand River Road. |
| 12. Richmond Mines. | 46. Framboise. |
| 13. Port Malcolm. | 47. Sunnyside. |
| 15. Basin. | 49. Rocky Bay. |
| 15½. East Basin. | 50. Orange. |
| 17. St. Louis. | 51. Cape Auguet. |
| 17½. Grand Digue. | 52. Stirling. |
| 19. Seaview. | 54. Point Marache. |
| 21. Cape George. | 55. Peter's Mountain. |
| 26. Beaver's Cove. | 56. Brymer. |
| 27. Rockdale. | 57. Edwards. |
| 28. L'Ardoise. | 59. Cape Breton. |
| 29. Point Micheau. | 60. Macnab. |
| 30. Grand River. | 61. Lewis Cove Road. |
| 31. Archeveque. | 62. Grand Greve. |
| 31½. St. Esprit. | 63. West Loch Lomond. |
| 32. Intervale. | 65. Port Richmond. |
| 33. Fourché. | 66. Poirierville. |
| 34. Head Loch Lomond. | 67. West L'Ardoise. |
| 34½. Aberdeen. | 68. Hureauville. |

ANTIGONISH.

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| No. 32. Harbor Bouchie. | No. 70. Auld's Cove. |
| 33. East Harbor Bouchie. | 76. Frankville. |

GUYSBORO.

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| No. 13. New Harbor. | No. 25c. —Gammon Point. |
| 14. Sandy Cove. | 31. Clam Harbor. |
| 15. Half Way Cove. | 32. St Francis Harbor. |
| 16. Crow Harbor. | 38. Steep Creek. |
| 17. Half Island Cove. | 39. Middle Melford. |
| 18. Black Point. | 39½. Sand Point. |
| 21. Upper White Head. | 40. Oyster Ponds. |
| 22. Lower White Head. | 47. Seal Harbor. |
| 23. Port Felix. | 50. Fisherman's Harbor. |
| 24. Cole Harbor. | 51. Coddle's Harbor. |
| 25. Charlo's Cove | 53. Dover. |
| 25A. —Larry's River. | 55. Yankee Cove. |

ST. MARY'S.

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| No. 15. Ecum Secum. | No. 20. Wine Harbor. |
| 16. Marie Joseph. | 21. Port Hilford. |
| 17. Liscomb Mills. | 23. Sonora. |
| 18. Middle Liscomb. | 27. Port Bickerton. |
| 19. Lower Liscomb. | 28. Gegogan. |
| | 29. West Liscomb. |

HALIFAX WEST.

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| No. 1. Hubbard's Cove. | No. 65½. Grand Desert. |
| 4. Head Harbor. | 66. Head Chezzetcook. |
| 8. Indian Harbor. | 67. Hope Ridge. |
| 27. Ketch Harbor. | 68. Lower East Chezzetcook. |
| 64½. Seaforth. | |

HALIFAX EAST.

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| No. 1A. West Petpeswick. | No. 13. Murphy's Cove. |
| 1B. East Petpeswick. | 14. Pleasant Harbor. |
| 3B. Stevens. | 15. Tangier. |
| 3C. Bowser's. | 17. Gerrard's Island. |
| 6. Oyster Pond, Jeddore. | 18. Spry Harbor. |
| 7. Lower East Jeddore. | 18½. Spry Bay, Henley. |
| 8½. Lower Lakeville. | 27. Beaver Harbor. |
| 9. Clam Harbor. | 29. West Quoddy. |

LUNENBURG AND NEW DUBLIN.

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| No. 3. 2nd Peninsula, Upper. | No. 27. Oakland. |
| 3½. Upper Centre. | 28. Indian Point. |
| 4. Garden Lots. | 29. Martin's River. |
| 5. Blue Rocks. | 57. 2nd Peninsula, Lower. |
| 6. Black Rocks. | 60. Cleaveland. |
| 7. Heckman's Island | 61. Eastern Point. |
| 8. 1st South | 62. Big Lots. |
| 9. Middle South. | 65. Conquerall Bank. |
| 10. Feltzen, South. | 66. Pleasantville. |
| 11. Upper Rose Bay. | 67. Fralig's. |
| 12. Lower Rose Bay. | 68. Pentz's. |
| 13. Upper Kingsburg. | 69. Getson's. |
| 14. Lower Kingsburg. | 70. West Dublin. |
| 15. Ritcey's Cove. | 73. Mount Pleasant. |
| 16. Lower LaHave. | 74. Petite Riviere. |
| 17. Park's Creek. | 75. Broad Cove. |
| 18. Middle LaHave. | 76. Cherry Hill. |
| 19. St. Matthew's. | 77. Vogler's Cove, W. |
| 20. Summerside. | 93. Indian Point. |
| 21. Snyder's. | 100. East Dublin. |
| 22. North West. | 101. Herman's Islands. |
| 23. Fauxbourg. | 103. Corkum's Island |
| 25. Mader's Cove. | 105. Vogler's Cove, E |
| 26. Mahone Bay. | |

CHESTER.

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| No. 2. East Chester. | No. 19. Bayswater. |
| 3. Marriott's Cove. | 20. Fox Point. |
| 15. Gold River, North. | 23. North West Cove. |
| 15½. Gold River, South. | 24. Mill Cove. |
| 16. Martin's Point. | 28. Pine Plain. |
| 17. Indian Point. | 29. Deep Cove |
| 18. Blandford. | |

SOUTH QUEENS.

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| No. 2. Port Jolie. | No. 6. Western Head. |
| 3. Central Port Mouton. | 11. Beach Meadow. |
| 4. Port Mouton. | 18. Gull Island. |
| 5. Hunt's Point. | 19. White Point. |

SHELBURNE.

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| No. 4. Middle West Sable. | No. 15. West Jordan Ferry. |
| 5. Louis Head. | 17. Lower Sand Point. |
| 6. Little Harbor. | 20. Birch Town. |
| 7. Rockland. | 24. Black Point. |
| 9. Osborne. | 25. North-East Harbor. |
| 12. West Green Harbor. | 32. Matthew's Point. |
| 13. Sand Point. | 34. Churchover. |
| 14½. Upper West Jordan. | |

BARRINGTON.

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| No. 2. Cape Negro. | No. 14. Shag Harbor. |
| 4. Cape Negro Island. | 24. Stony Island. |
| 13. Bear Point. | |

ARGYLE.

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| No. 2. East Pubnico. | No. 18. Abram's River. |
| 4. Upper West Pubnico. | 19. Surette's Island. |
| 8. West Glenwood. | 20. Sluice Point. |
| 10. North Belleville. | 22. Tusket Hill. |
| 10½. South Belleville. | 27. Bell Neck. |
| 11. Argyle Sound. | 30. Lower Eel Brook. |
| 17. Eel Brook | 33. Hubbard's Point. |

DIGBY.

No. 42.—Tiverton.

SCHOOL ACCOMMODATION.

43. The school house with its grounds is a very true index of the general public spirit and intelligence of the school section. Being the common centre of habitation for a large portion of the day of that part of every family naturally drawing forth the deepest emotions of affection and interest, the character of the school house and its environment must substantially reflect the sentiment of the community. Here we should expect to see the accumulation of efforts constantly made from year to year, embellishing grounds at first selected for their convenience, salubrity and beauty of position, and adding to the useful apparatus and general equipment of the school room, originally constructed with a view to healthy physical, intellectual and moral development. The people should have reason to be proud of their school house, which should bear on its front the name of the school and the year of its erection. The following directions are intended more particularly for rural schools, as in the towns the custom has already been established by trustees and school commissioners, of examining the most modern improvements before proceeding to build, and of employing a competent architect.

44. *School Sites.* In selecting the site for a school house, the trustees should see that the following conditions are fulfilled as far as possible, and that the sanction of the Inspector is secured in writing before any contract whatever is entered into:

- (a) The situation should be the most accessible to the majority of the people of the section.
- (b) It should be from 50 to 150 feet from any public highway, and should be far removed from railroads, mills, factories, taverns, noisy surroundings, stagnant pools, swamps, or noxious effluvia or influences from any source.

- (c) It should have a dry, airy position, with a gentle slope and southern exposure if possible, and command as attractive a prospect as natural facilities will permit.

45. School Grounds.

- (a) In rural sections the grounds should contain, when convenient, *one* acre, never less than *half* an acre; in thickly peopled localities, or villages, *half* an acre or more but never less than *one-third*; and in towns never less than *one-quarter*.
- (b) The form should be, perhaps, more than twice as long as broad, in order to furnish proper separate play grounds for boys and girls.
- (c) It should be properly levelled, drained when necessary, neatly fenced around, ornamented with desirable shade trees, which should neither interfere with the play grounds nor the light of the school room.
- (d) Clean water, free from the suspicion of taint from surface drainage or other impurities, should be accessible.
- (e) Within the grounds or near the grounds there should be an area for cultivation as a "school garden" to serve for the objective study of nature and for practical training in the rudiments of such arts as agriculture, horticulture, or forestry.

46. School Houses.

- (a) For a rural section not likely to have more than 30 pupils for twenty years to come, the school house should at least have the following *inside* measurements: Width 23 feet, length 31 feet, (hall 6 feet, teacher's platform 5 feet, clear space 4 feet, seats and desks 13 feet, clear space 3 feet), and 11 to 12 feet high.
- (b) For a section with 42 pupils: Width 24 feet, length 36 feet, (hall 6 feet, platform 5 feet, space 4 feet, seats and desks 18 feet, space 3 feet), and height 12 to 13 feet.
- (c) For a section with 54 pupils: Width 25 feet, length 41 feet, (hall 6 feet, platform 5 feet, space 4 feet, seats and desks 23 feet, space 3 feet) and height 13 to 14 feet.
- (d) For a section with a greater number of pupils, there should be, as required by the statute, a separate class room, large enough to be converted into a primary department of a graded school should the attendance increase.

- (e) When a building is situated with its length north and south, the entrance doors can be at the south end, the teacher's platform next the entrance hall, the stove at the north end, so that on cold, windy days the heated air may drift through the whole room; the light coming principally from the east will obviate the glare of the midday sun, and the maps can be hung on the north wall to secure their proper orientation in the minds of the pupils (a very important matter), the west wall being used temporarily for maps when the convenience of teaching requires it.
- (f) School houses with several departments should be so planned as to admit of extension without interfering with the principles of proper lighting of the rooms, etc., as elsewhere directed, and should not be more than two stories in height, exclusive of the basement, which should be airy and well lighted for a play room, and of the attic, which might be utilized as a general assembly room.
- (g) In schedule A are given three sets of plans and specifications for rural school houses:—No. 1 for the smaller school building for one teacher, No. 2 for a larger school for one teacher, and No. 3 for a school building for two teachers. The plans have been specially drawn with a view of showing the cheapest kind of school buildings which should henceforward be allowed to be erected for public schools. Single desks and seats are shown in the plan merely to indicate that they are the best, and will in the long run pay on account of the sanitary advantage of keeping children separate, and of the greater ease of keeping their attention continuously on their studies. But double seats and desks are permissible, and then the dimensions of the room should be changed to suit.

More expensive, commodious and ornate buildings are not only permissible but desirable where school sections can afford them. The plans indicate the minimum.

47. *Lighting.*

- (a) The windows should be principally on the left of the pupils. There may be two behind them, but none in front of them or on the right. The front and right can be utilized for an unbroken blackboard, which should reach to within two and a half feet of the floor, and have a width of five feet, the upper portion being useful for the more permanent illustrations. In the plans in schedule A the fuel room and class room are placed on the side of the school room instead of at the end, to enable proper lighting to be obtained while giving cheaper class room accommodation and an improved architectural appearance to the building.
- (b) The lower window sill should be at least *four* feet from the floor, and the top of the window as near the ceiling as possible. The left wall above the four foot line should be about one-half glass. The upper part of each window should be a transom, hinged

below, or the upper sash should be hung on pulleys, as well as the lower, for ventilation purposes.

- (c) The size of the school room is determined by the greatest number of pupils it is intended to hold, 200 cubic feet of air being required for each. When the room is full of pupils this air should be entirely changed at least two or three times every hour. In some of the more expensively ventilated school buildings in the province, the air is warmed and changed every ten minutes.

48. *Ventilation and Warming.*

- (a) In rural sections where economy has to be carefully considered, a *large* stove surrounded by a sheet metal jacket closely fitted to the floor and around the door, separated from the rest of the stove by an air space, and rising up as high as the top of the stove, makes an excellent ventilating and warming furnace. Underneath the stove and shut off from the school room by the jacket should be an opening for the admission of pure, fresh air through a large tin pipe or air-tight wooden duct running underneath the floor and through the foundation, then turning up and terminating at least six or eight feet above the ground on the side of the house, the entrance to the duct being lateral and covered with a wire grating. The stove should be two or three times larger than one necessary to warm the room without such an air draught. When practicable, it should be at the north end of the room and opposite the teacher's desk, and have its pipe traverse the room at least 9 or 10 feet above the floor into the flue. The average temperature, six inches from the floor, should be 65° Fahrenheit (over 18° Centigrade). In a cold day the air cannot be kept pure without fresh incoming air; and this cannot be warmed without a very large expenditure of heat, necessitating a large stove and plenty of fuel. In such schools where incoming and out-going currents of air cannot be maintained as in the more expensive ventilating systems, the windows should be thrown open at every recess, and when physical exercise is being taken. The evil effects of impure air are so insidious that even cautious teachers are apt to allow very serious injury to be inflicted on the general health of the school without being aware of it.

- (b) Better than a stove is a good furnace underneath the school room, care being taken to have the incoming air entering only through an air shaft opening at least six feet above the ground. Even in a building with only one school room the furnace has been found to be more economical in the long run, as well as more comfortable than a stove. Although the plans in schedule A show stove heating, proper furnace heating is recommended as preferable. The furnace must be larger than one sufficient for a dwelling room of the same size; for the number of pupils in the

school room vitiates the air many times faster than an ordinary family in a dwelling house. More air must be heated and allowed to pass through the school room.

49. *Seating.*

- (a) The best arrangement for seating is that of single desks and seats *adjustable* to the sizes of the pupils, as shown in the plans of schedule A. Next comes single desks and seats of *assorted* sizes. But where economy is desirable, double desks and seats of no more than five assorted sizes serve very well, especially when, as in some patent forms, each seat moves automatically as the pupil sits or stands so as to give the fullest freedom in standing.
- (b) Double seats should be arranged in three rows facing a wall, in which there are no windows, the light falling principally from the left and above. There should be a space of 4 feet between the front row and the teacher's platform, with at least 3 feet between the seats and the walls. The aisles should not be less than two feet and a half. In the school room, [46] (a), about 13 feet will be occupied by five ranks of desks and seats, three in each rank, each rank on an average requiring about two feet and a half; in [46] (b), about 18 feet in depth will be occupied by seven ranks, three in a rank; and in [46] (c), about 23 feet in depth will be occupied by nine ranks of double desks and seats, three in each rank.
- (c) Dimensions of the five sizes of double desks and seats:

Size.	Age of Pupil.	Height of Seat.	Desks.			Space between Desks and Seats.
			Height of side next Pupil.	Length.	Width.	
No. 1	5—7	11½ in.	21 in.	36 in.	12 in.	Edge of desk
" 2	7—9	12½ "	22½ "	39 "	13 "	almost directly
" 3	9—11	13½ "	24 "	42 "	14 "	above edge of
" 4	11—14	15 "	26 "	45 "	15 "	seat.
" 5	14—16	16 "	27 "	48 "	16 "	

- (d) For the average rural school the following might be a good arrangement and distribution of double seats and desks: Front half of row on pupils' right (next the blackboard side) No 1 seats; back half, No. 2 seats; central row, No. 4 seats; front half of row on pupils' left, (next the light side) No. 4 seats; back half, No. 5 seats. The older pupils using the

text books with smaller print would by this arrangement have the best light. Another plan is to have the seats arranged in ranks according to size, the smallest being in front, the largest farthest back.

Plan No. 1 in schedule A can be fitted up with three rows of double desks and seats, 5 or 6 ranks deep, giving the seating accommodation of 46 (a).

Plan No. 2 in schedule A can be fitted up with three rows of double desks and seats, 9 ranks deep, giving the seating accommodation of 46 (c). The breadth of the room should then be 3 feet narrower. And so forth.

50. *Outhouses.*

- (a) It is required that separate and comfortable outhouses be provided, and kept in good sanitary condition, for the use of pupils of different sexes.
- (b) A high and perfectly tight board fence should extend from the rear of the school house to near the rear of the grounds, on each side of which should be placed one of the houses. Their approaches should be protected by a suitable screen or hedge.
- (c) Each should be supplied with a well cemented vault, so placed as to be easily cleaned, and a quantity of dry loamy earth or ground gypsum for daily use as absorbents; and care should be taken to exclude the rain or surface water from the vault.
- (d) The night soil should be removed as early as possible in the spring, at the beginning of the summer holidays, and before the frost of winter sets in; and the houses should be regularly washed every week, and during warm weather or the appearance of an epidemic, should be frequently disinfected with chloride of lime, sulphate of iron, or other convenient disinfectant.
- (e) The doors should be provided with good locks, the plaster should be finished rough, and the paint should be heavily sanded so as to offer no temptation to the use of the pencil, and all offensive odors should be kept repressed by the use of absorbents or disinfectants.
- (f) The foregoing are the requirements for rural sections. In villages and towns, more expensive and effective systems are demanded.
- (g) A plan of an outhouse will be found in schedule A, in which the night soil is easily removable in boxes at any time.
- (h) The sanitary and neat condition of the outhouses is so important that inspectors are directed not to recommend the payment of any of the municipal funds to trustees of schools in which the outhouses are defective or improperly cared for, until the defects are remedied.

51. *School Equipment.*

- (a) Every school must have the prescribed registers carefully preserved, and should have such books of reference as may be recommended by the Council of Public Instruction, including a dictionary. In addition there should be maps of the Province, Dominion and the hemispheres, a terrestrial globe,

wall cards, color charts, music chart (modulator), ball frame, clock, handbell, thermometer, blocks of geometrical solids, the common and the metric standards of weights and measures, and a box of colored crayons for special black board illustrations. Every school should have a black board, about five feet wide and two and a half feet from the floor, around the room, especially to the front and right of the pupils when the lighting is as previously recommended. At the lower edge there should be a concave shelf two or three inches wide for holding the chalk and brushes. *Brushes* can be made very cheaply as follows:—Take a piece of light wood not over six inches in length, two in breadth and one in thickness, trim it, making a groove along the two edges for the fingers. To the face glue a piece of half inch saddle cloth for the erasing surface, and it is complete. A number of these should be in each school room to facilitate class work on the black board. *Black boards* should be plastered on laths nailed to a *solid* backing of boards, and should be composed largely of plaster of Paris, the surface being made very hard and smooth before applying the first coat of color. Liquid slating sold in cans is very convenient for this latter purpose. Chrome green in liquid slating, containing fine emery flour, gives a green shade which is considered by some more agreeable than dead black. Every school should have a set of shelves or a cabinet under lock and key for the preservation of its school library and other books.

- (b) In addition to the above requirements, advanced rural schools should be provided with maps of the continents, collections of the natural history of the locality, and some apparatus for the practical teaching of all the subjects of the prescribed course of study required to be taught in the school, a class room in which the library shelves might be built, and if possible a class room containing a work bench with tools for wood-work.
- (c) In graded common schools the lower departments should be furnished in addition to (a) and (b) with a more extensive assortment of objects and pictures for object lessons, common and metric weights and measures, with a pair of small scales, and collections of local natural history objects. The higher departments should show a similar but more advanced adaptation to the work of their

grades of the prescribed course of study leading up to that of the high school. There should be a school library in a good cabinet or class room, and if possible a bench with tools for wood-work in a class room, in connection with the departments.

- (d) In mixed or partial high school departments as far as possible, but especially in pure high school departments, in addition to the requirements of common schools, there should be full sets of ancient and physical maps, historical charts, physiological diagrams both vegetable and animal, celestial globe, gazetteer, classical dictionary, adequate apparatus and facilities for the practical study of chemistry, mineralogy, physics, surveying and navigation, botany, zoology and geology, so far as the high school course of study is pursued; and to aid the practical study of the latter subjects, a museum containing scientifically classified specimens of all the local species of each natural history department should be started and kept growing until it becomes as complete as possible. A school library in a good cabinet or class room, and at least one work bench with tools in a class room, should be a part of the equipment of the schools of every section having high school departments.

52. The foregoing general directions (or their amplifications as indicated in the texts prescribed in sanitary science for public schools) must advance with the circumstances of each school section and the general progress of education throughout the province. It is the duty of the inspector to withhold his recommendation for the payment of any public money on behalf of or on account of schools held in sections not making a commendable effort to carry out substantially all of the said general directions under the head of *School Accommodation*, in so far as they are applicable to any particular school in the section. If it should be impossible for the trustees of a section to comply promptly with these requirements, the fact should be brought to the notice of the inspector as soon as possible, with the causes assigned, and the intentions and plans of the trustees in regard to the matter.

53. *Superior School.*

- (a) The accommodations for and the equipment of a school which will enable a successful class "A" teacher employed therein to be ranked as either "A₁," "A₂" or "A₃" must be a model in all respects referred to in the foregoing comments and regulations

bearing on school accommodation. And as the best schools in the province advance beyond the specifications here outlined, the inspector is authorized to intimate to its school board the raising of the corresponding standard of qualifications of any superior school in order to remain in its previous rank.

- (b) The equipment of one room in the section as a superior school will not be considered as entitling it to superior rank if the other departments under the school board are not satisfactorily equipped also in the estimation of the inspector.
- (c) To be ranked as a superior school, it must be superior, particularly in the following respects; Neatness of grounds, appearance of building, condition of outhouses, cleanliness and beauty within, ventilation, warming, seating, blackboards, maps, charts and other apparatus required for the grade of work, school library, and work bench.

(d) *Work bench equipment recommended:*

- 1 bench as in Normal or Truro Macdonald School.
- 1 Bailey wooden jackplane.
- 1 iron smoothing plane.
- 1 10" back saw.
- 1 22" hand saw (cross cutting.)
- 1 22" " (ripping.)
- 1 iron spoke-shave.
- 4 firmer chisels, $\frac{1}{4}$ ", $\frac{1}{2}$ ", $\frac{3}{4}$ ", 1".
- 1 brace.
- 8 bits for brace—"Twist or auger," 1 each, $\frac{1}{4}$ ", $\frac{1}{2}$ ", $\frac{3}{4}$ ".
"Centre," 1 each, $\frac{1}{4}$ ", $\frac{1}{2}$ ", $\frac{3}{4}$ ", 1".
Countersink, 1 Clark's patent.
- 1 hammer.
- 2 screw drivers (large and small).
- 1 marking knife.
- 1 nail set.
- 4 files, 1 flat, 1 $\frac{1}{2}$ round, 1 round, 1 triangular.
- 3 gouges, 1 each, $\frac{1}{2}$ ", $\frac{3}{4}$ ", 1".
- 1 pair wing compasses.
- 1 mallet.
- 1 oilstone (mounted).
- 1 oilstone (slip).
- 1 can and oil.
- 1 iron cramp.
- 1 wooden hand screw.
- 1 6" try square.
- 1 bevel.
- 3 assorted gimlets.
- 3 assorted bradawls.
- 1 scraper.
- 1 marking gauge.
- 1 pair pliers.

- (e) If the school specially excels in some of these or in other useful respects not specified here, the inspector may allow the excess of good points as an offset to deficiencies in other respects, provided he has

reason to believe that the deficiencies will be remedied by the school board with reasonable promptitude.

COUNTY ACADEMIES.

54. A County Academy is the high school in a county which under the statute is entitled to draw a special grant called the academic grant, provided by section 120 of chapter 52 of the Statutes, when the following regulations are satisfactorily observed.

55. The board of trustees or commissioners of a school section in which a county academy is situated, in order to draw the academic grant authorized by the statute, shall make satisfactory provision for the instruction of all common school pupils within the section, as well as for all qualified high school students within the county, who may present themselves for admission.

56. The buildings, grounds, outhouses, classrooms, laboratories or subsidiary rooms, warming and ventilation, books of reference, maps, charts, models, collections of specimens for illustration and object study, apparatus, etc., shall be of that degree of excellence prescribed for superior schools in regulation 53 preceding, and advancing with the general progress in educational effort in the province, with the grade of grant competed for, and with effective instruction in the course of study prescribed.

57. The duly qualified teachers referred to in the statute shall hold a provincial academic license of class A (cl), or A (sc), except in the case of a teacher recognized as duly qualified at the inception of the system under the Act of 1885.

58. The properly certified yearly average of high school students referred to in the statute shall be the average attendance of regular students who shall have demonstrated their being of full high school grade at the provincial high school examination, or at the county academy entrance examination, and at the examination of the academy by the Superintendent.

59. *Regular* pupils or students are those who have regularly entered the county academy under the regulations, and are pursuing a *full* course of study as prescribed. Other pupils or students, who may be known as *special* students, may be admitted, provided they can be accommodated without encroaching on the rights of the regular students. They are not, however, legally entitled to admission, except at the option of the trustees or commissioners of the academy; nor are they counted as qualifying the academy for the academic grant under

the law. In other respects their names, attendance, etc., are recorded in the register and entered into the annual returns as are those of the regular students.

60. Students in other respects entitled to admission, may be admitted without examination on pre-entation of provincial or other certificates (such as 300 on grade D, 200 on grade C), recognized by the Superintendent as satisfactory proof of full high school grade.

61. The ordinary mode of admission shall be by the county academy entrance examination, held on the Monday and Tuesday of the provincial examination week in July, on the common school course of study, the questions being prepared by the Education department, arranged in five papers such as, (1) English, (2) mathematics, (3) drawing, writing and simple accounts, (4) geography and history, and (5) general knowledge.

62. These question papers shall be sent to each principal immediately before the date of examination, under seal, which is not to be broken until the moment of examination specified on each envelope, and the results of the examination must be reported to the Education Office within one week from its close, on the form and with the certification prescribed.

63. The examination shall be conducted by the principal and such persons as may be associated with him for the purpose by the board of trustees or commissioners, in strict accordance with the directions issued from the Education Office. All answer papers, with the examiners' values indorsed on the margin of each question, shall be preserved for a year, ready for examination or re-examination by the Superintendent. The rules and proceedings of the provincial examination shall be followed in these examinations so far as they are applicable.

64. A supplementary entrance examination for such applicants *as can show good reason* for not having presented themselves at the regular examination in July, may be held at the opening of the academy after the summer vacation. The questions for this examination (should one be found necessary) shall be prepared by the principal (or faculty), and must be transmitted with the regular detailed report to the Superintendent, immediately after the examination; and in every other respect shall be subject to the same conditions as the regular examination. No candidate failing at the July examination should be re-examined at a supplementary unless he shall have made the prescribed aggregate, and shall also present a certificate of at least four weeks' study, in the interim, on the subjects in which

he failed; except under justifying circumstances, with the permission of the Superintendent.

65. No supplementary entrance examination shall be held later during the year except on the express permission of the Superintendent after good cause has been shown, when the examination shall be subject to the conditions already stated, except that the questions shall be so advanced as to cover, in addition to the common school work, that portion of the high school course already taken up at the date of examination.

66. As supplementary examinations under the foregoing regulation are specially open to the suspicion of an attempt on the part of candidates to gain easy entrance, and on the part of the academy an unfair hold on public funds, principals would do well to discountenance them except under urgent and justifying circumstances. In order that the public may observe what the facts are in connection with each institution, the following regulation is made:

Each candidate passing the Academy entrance examination shall be reported on the form prescribed, in the order of merit, numbered in consecutive order, so that each can be quoted by his *number, year and county*. Those passing at any supplementary examinations shall receive the next consecutive numbers in order under the date of the initial entrance examination. Each such successful candidate shall be entitled to a certificate supplied by the Education Department and signed by the principal who conducted the examination, and the said certificate shall also contain the candidate's name (in full) with number, year and county, as above mentioned; and these items shall be regularly published in the "Journal of Education," as the list of the successful candidates at each academy.

67. Each county academy shall be examined annually, when possible, by the Superintendent in conjunction with the inspector for the division. The examination shall be conducted orally or in writing, at the discretion of the examiners, and in its scope shall have regard to the time of the school year at which it may be held. The names of students in the lower classes on the register shall be carefully compared with the entrance examination lists, and the answer papers shall be inspected. Students on the register who are not present at such examination (unless they have already a high school certificate), or who fail to satisfy the examiners, shall not be held to be properly certified high school students under the statute, and their attendance shall therefore be deducted from that given in the "return" in order to determine the grade of academic grant to which the institution is entitled.

68. Students may be admitted to the higher classes in any academy on standing shown by provincial certificates of scholarship, or by examination, at the discretion of the principal (or faculty) of each academy. The grading of any institution should for economy and efficiency be adjusted to local conditions—i. e., to the number of the students and of the staff of instructors, etc

But in all academies and high schools, students who hold a provincial grade D shall be entitled to be enrolled in the register as *in* grade X with an asterisk or star thus, X*; those who hold grade C as *in* grade XI*; and those who hold grade B as *in* grade XII*. The star will thus indicate provincial classification, as its absence will denote merely local classification as permitted above. An error in the use of this star will be *prima facie* a falsification of the register.

69. It shall be the duty of the trustees or commissioners of each county academy to supply for the teachers' use all text-books which by the prescribed course of study are made the basis of oral lesson and lectures. They must also provide the philosophical and chemical apparatus essential for the experiments and demonstrations required by the course as a regular part of the teaching. A selection of physiological and zoological diagrams, models, and specimens, is deemed necessary. The teachers should encourage pupils to form cabinets illustrating the geology, varied mineral resources, botany, zoology, &c., of Nova Scotia; and the school library, museum, work-bench room, and general equipment of the institution are required to be superior to those of the same grade of high schools not drawing academic grants, for which see regulation 53, preceding.

70. When the equipment of a county academy as generally indicated above and in regulation 53 is not decidedly superior to that of a high school in a section of nearly similar means in any part of the province, or when the trustees fail to make satisfactory provision for the effective teaching of any subject in the prescribed course of study, or for the health or comfort of the students, or of the common school pupils within the section, it shall be the duty of the Superintendent to report the same to the Council. If, in case the Council notifies the trustees or commissioners of the defect reported, and within reasonable time the defects are not remedied, then the academy shall forfeit its claim to public grants until such time as the improvements required are made.

71. The county academy entrance examination papers may be sent by the Superintendent to the principals of

high schools making application for them, under exactly the same conditions and obligations as to the principals of academies with respect to the conducting, reporting and certifying of the examination. But the successful candidates shall not be entitled to "academic certificates," although they shall be entitled to enrolment in the register as high school students.

MANUAL TRAINING IN THE MECHANICAL AND DOMESTIC ARTS.

72. The Council recognizing the desirability of giving equal opportunities under section 71 of chapter 52 of the Revised Statutes, to boys and girls, recommends the establishment of Manual Training schools of two kinds; one more especially adapted to boys for training in the use of tools; the other more especially adapted to girls, for training in cookery and other domestic arts—working accommodation for twelve pupils in each being recognized as sufficient. But if only one branch should be provided for, the minimum equipment should have full working accommodation for at least sixteen pupils at one time. As in most cases, attendance at one of these schools will interrupt the work of the pupil for a forenoon or an afternoon in the other public school, it is necessary: (1) That such interruption should not occur oftener than once a week; and (2) That the work in the Manual Training Department should be a full half day's work. To ensure the net *two hours* of work specified in the Act, the time of session should be *two hours and a half*—the extra half hour covering the time of roll call, preparing to work, fixing up, general instructions, etc.

As there are about forty weeks in each school year, each pupil who attends one half day each week, will earn for the Trustees six dollars of the grant, until the maximum of \$600 is reached. Ten pupils in regular attendance each morning and afternoon of the five days of the week—that is, one hundred pupils in a school section, by attending regularly, will enable the Trustees to draw the full grant. But as so regular an attendance cannot be expected, it will be necessary to have perhaps more than sixteen benches, etc., to accommodate classes which will actually qualify for the maximum grant.

73. No manual training school can be recognized as coming under the provisions of the statute until the teacher and equipment are approved by the Council. The qualifications of teachers shall be specified in the Teachers' Courses of the Provincial Normal School, under the titles, respectively, of "*Mechanic Science*" and "*Domestic Science*."

74. No public money shall be paid on account of any manual training school or department until after its return is sent in according to the form provided, and its equipment and work approved by the inspector of schools and the special supervisor for that class of training school.

75. *For Work in Wood or Iron.*—The minimum equipment must include either twelve or sixteen benches, according as the school section is to have both or only one department in operation. The benches must be very firm, equipped with the necessary tools, and of the character used in the Provincial Normal School, or as approved by the special supervisor. The equipment shall also include drawing boards, Tee squares, set squares (triangles), and

drawing compasses, a grindstone, and a small oil stove for heating glue.

76. *Drawing*—Particular attention must be paid to the preparation of working drawings by the pupils. These should be either full size, or to a fairly large scale. Orthographic projections (plans, elevations and sections), and isometric views should be used; and no exercise should be commenced unless a fully dimensioned drawing has previously been made, or is being made concurrently with the bench work. Freehand sketching should also be used in making drawings of leaves, tree sections, tools, etc., and in completing curved portions of working drawings.

77. The practical work should consist of a series of exercises and models carefully graded in the order of difficulty of their tool manipulations, and should include all processes involved in the production of a finished article from the rough wood. In the higher grades the work may be made a valuable adjunct to the ordinary studies; the construction of simple pieces of apparatus to illustrate the pupil's experiments in physics, the making of useful stands, racks, etc., for the chemical laboratory, and models for the illustration of problems in solid geometry may be mentioned as indicating some features that may with advantage be included in a scheme for the higher school.

78. *For the Domestic Arts*.—The equipment must include, as in regulation 75, working accommodation for at least twelve or sixteen pupils, one table for each four pupils, or any equally effective arrangement, one stove for the general heating of water, and at least one good large ordinary cooking stove, and an "oil cooking stove." Special care must be taken to have the sanitary condition of the room all that can be desired.

79. The domestic arts course should contain at least twenty practical lessons in plain cooking, demonstrating the best and most economical methods of cooking the staple foods of the majority of people, food for the sick, with practical demonstrations in household sanitation, household economics, laundry, textiles and needle work. Should needle work be fully taken up in the other public school grades, such a subject may be omitted in order to give more time for the other domestic arts.

80. The number of pupils to be instructed in practical work, involving the use of tools or other apparatus in wood-work or the domestic arts, by one teacher, should never exceed twenty at any lesson, and as the Act contemplates, the standard lesson of TWO hours to be the time actually occupied with instruction or training work, the time of the pupils in the work room shall not be less than TWO AND ONE HALF hours for a full lesson.

81. The record of attendance shall be kept in the register, so as to show the morning or afternoon with the date of each lesson given to each pupil, only one lesson to be given to each pupil in any week. The returns shall be made semi-annually to the inspector at the end of each half of the school year, on the blank form provided by the Superintendent of Education; the whole to be attested by the teacher and certified by the trustees and other officials as indicated on the form, and summed up in the general "return" of the school section.

PROVINCIAL EXAMINATION OF HIGH SCHOOL STUDENTS.

82. "High School Students" shall be held to mean all who passed the County Academy Entrance Examination and are studying the subjects of any high school grade, or who are certified by a licensed teacher as having fully completed the Common School Course of Study, and are engaged in the study of subjects beyond Grade VIII.

83. A terminal examination by the Provincial Board of Examiners shall be held at the end of each school year on subjects of the first, second, third and fourth years of the High School Curriculum, to be known also as Grades IX, X, XI and XII respectively of the Public Schools.

84. The examination sessions shall commence each day at nine o'clock, A. M., for Grade XII on first Monday after 1st July, at the following stations:—Sydney, Antigonish, Pictou, Amherst, Truro, Halifax, Kentville, Liverpool and Yarmouth; for Grades XI, X and IX on the following Wednesday, and for "Minimum Professional Qualification" and "Supplementary" of public school teachers on the Saturday following; and shall be conducted according to instructions, under a Deputy Examiner appointed by the Superintendent of Education, at each of the following stations, viz.:—1, Amherst; 2, Annapolis; 3, Antigonish; 4, Arichat; 5, Baddeck; 6, Barrington; 7, Berwick; 8, Bridgetown; 9, Bridgewater; 10, Canso; 11, Cheticamp; 12, Church Point; 13, Digby; 14, Glace Bay; 15, Great Village; 16, Guysboro; 17, Halifax; 18, Kentville; 19, Liverpool; 20, Lockeport; 21, Lunenburg; 22, Mabou; 23, Maitland; 24, Margaree Forks; 25, Middle Musquodoboit; 26, Middleton; 27, New Glasgow; 28, North Sydney; 29, Oxford; 30, Parrsboro; 31, Pictou; 32, Port Hawkesbury; 33, Port Hood; 34, River John; 35, Sheet Harbour; 36, Shelburne; 37, Sherbrooke; 38, Springhill; 39, Stellarton; 40, St. Peter's; 41, Sydney; 42, Tatamagouche; 43, Truro; 44, Upper Stewiacke; 45, Westport; 46, Windsor; 47, Wolfville; 48, Yarmouth.

85. (a) Application for admission to the Provincial High School examination must be made on the prescribed form to the inspector within whose division the examination station to be attended is situated, not later than the 24th day of May.
- (b) Candidates applying for the Grade IX examination, or for the same grade written for unsuccessfully at a previous examination, or for the next grade above the one already successfully passed by them, shall be admitted free. But a candidate who has not passed Grade IX must have his application for X accompanied by a fee of one dollar; if he has passed neither IX nor X the application for XI must be accompanied by two dollars; and if he has passed neither IX, X nor XI the application for XII must be accompanied by three dollars. Generally, one dollar must accompany the application for each grade before the one applied for which the candidate has not regularly passed.
- (c) For the Teachers' Minimum Professional Qualification Examination a fee of two dollars is required; but it should not be forwarded with the application, for it has been found more convenient to be paid to the Deputy-Examiner on the Saturday when the candidate presents himself for examination, the Deputy-Examiner transmitting the same to the Superintendent with his report.
- (d) The prescribed form of application, which can be freely obtained from the Education Department through the inspectors, shall contain a certificate which must be signed by a licensed teacher having at least the grade of scholarship applied for by the candidate, whose legal name must be carefully and fully written out. If the application is defective on account of the omission of the proper fee, or on account of the omission or incorrect statement of any fact called for in the prescribed form, the application is null and void, and even should the Deputy-Examiner admit the candidate provisionally to the examination, his papers may be intercepted at the Education Office.
- (e) When a candidate presents himself for examination, and his name is not found on the official list as having made regular application in due time, the Deputy-Examiner may admit him to the examination provisionally on his written statement that application was regularly made in due time and on the payment of one dollar, which are to be trans-

mitted with the Deputy's report to the Superintendent; and if such candidate's statement is correct, the error being due to causes beyond his control, the dollar shall be returned. Providing there is sufficient accommodation, the Deputy-Examiner may admit any candidate, waiving all irregularities, on the payment of two dollars for Grade IX, X, or XI, and of four dollars for Grade XII.

(f) For the convenience of those who have not passed Grades IX or X, or who having taken or passed either of them may not have made 40% on the Science paper of IX or the Science and Drawing papers of X, supplementary question papers on these subjects will be given as per time table on Saturday afternoon of Examination week. Candidates intending to take any of these papers should indicate the intention in the column of "remarks" in their application. The fee of *one dollar* for each such "supplementary" paper shall be paid the Deputy-Examiner with each answer paper as it is handed in to him at the end of the hour, for transmission to the Education Office.

(g) The prescribed form of application is given in schedule B.

86. Each inspector shall forward, *not later than June 1st*, to the Superintendent of Education, a list of the applications received for each grade of examination at each station within his district, on a form to be supplied from the Education Office, transmitting therewith all moneys, having duly classified and checked the same in the form aforesaid.

87. The Deputy Examiner when authorized by the Superintendent of Education, shall have power to employ an assistant or assistants, who shall receive two dollars per day for the time so employed.

88. The Superintendent of Education shall have prepared and printed suitable examination questions for each Grade at each examination, in accordance with the prescribed course of study, and shall also forward to each Deputy Examiner a sufficient supply of the printed questions, together with copies of such rules and instructions as may be necessary for the due conduct of the examination.

89. The maximum value of each paper shall be 100; and the numbered questions composing it shall be constructed with the intention of making each equal in value though not necessarily of equal difficulty. Thus, when 5 questions constitute one paper, the value of each when

answered accurately with reasonable fulness and in good form will be 20, no matter whether it should be easier or more difficult than its fellow questions.

90. Each examiner shall mark distinctly by colored pencil or ink at the left hand margin of each question on the candidate's paper its value on the foregoing assumption; and shall sum up the total, placing it on the back of the sheet; and underneath the number of misspelled or obscurely written words, which number is to be deducted from the total for the true value of the paper. Thus, should the sum of the marks of a paper be 54, and the misspelled or obscurely written words be 6, the marks on the back would stand as follows: English Grammar [54—6]=48.

91. To make a "High School Pass" in Grades IX, X and XI, the candidate must make, at least, the *minimum aggregate* (400 or more) of the grade on any eight papers, with no subject below 25.

To make a "Teachers' Pass" the candidate must, in addition, have made, at least, 40 on each "imperative" subject in the course up to and including that of the grade next below.

Candidates who have made a "High School Pass" can have it raised to the "Teachers' Pass" by supplementary examination.

92. To make a "High School Pass" in Grade XII, the candidate must make, at least, the *minimum aggregate* (1000 or more) on the subjects prescribed, with no subject below 25.

A candidate who makes an aggregate of 600 on any ten or fewer papers of Grade XII, and an aggregate of 500 on a set of ten or fewer different papers of the syllabus at a subsequent examination, or who makes an aggregate of 1000 on twenty or fewer papers of the syllabus, or who has already taken an A (cl), an A (sc), or an "A" License, may thereafter present himself for examination on any of the subjects on which he may not have made at least 50 per cent. at a previous examination; and so long as the Council of Public Instruction deems the character of the examination on the subjects not materially changed, all the valuation marks 50 per cent. or above made on each subject at the said and following examinations may be incorporated into a single Certificate, provided, at least, 50 per cent. be made on each of the (twenty) subjects required for the Grades A (cl) or A (sc), or on each of the (thirty) subjects in the full course for A (cl & sc).

93. Candidates failing to make a pass in the grade applied for may be ranked as making a pass in the next

grade below, provided 75 per cent. of the *minima* be made; and as making a pass on the grade second below, provided 50 per cent. of the *minima* be made.

94. Each candidate, provided no irregularity has been reported, shall receive from the Superintendent of Education a certificate containing the examination record in each subject. If the candidate has made a "high school pass" the certificate will bear the head title "HIGH SCHOOL CERTIFICATE," showing the grade obtained under the arms of the Education Department; but the other certificates with examination records, even should they refer to but one subject, shall be equally valid for such facts as they show.

95. Candidates who are passing the various grades in consecutive order shall be admitted free to the regular Provincial High School Examination, provided their application and procedure have been regular. In all other cases a scale of fees shall be fixed to cover the cost of examination and extra labor likely to be incurred.

96. The subjects, number and values of the papers for the different examinations, and the general scope of examination questions, are indicated generally by the texts named in the prescribed High School curriculum. Examination may demand description by drawing as well as by writing in all grades.

PROVINCIAL EXAMINATION RULES.

97. No envelopes shall be used to enclose papers. One hour is the maximum time allowed for writing each paper. One sheet of foolscap will therefore hold all that will be necessary to be written on any paper, if it is properly put down. The following rules must be exactly observed:

(1.) Candidates shall present themselves at the examination room punctually half an hour before the time set for the first paper of the grade for which they are to write, at which time the deputy examiner shall give each a seat, and a number shall represent the candidate's name, and must therefore be neither forgotten nor changed. The candidates who *present* themselves shall be numbered from 1 onwards in consecutive order (without a hiatus for absent applicants, who cannot be admitted after the numbering) beginning with the A's, then coming to the B's, C's, and D's in order. Candidates for "Supplementary" papers need not be present at the opening session if they have sent in their applications and the titles of the papers on which they intend to write.

(2.) Candidates shall be seated before the instant at which the examination is fixed to begin. No candidate late by the fraction of a minute has the right to claim admission to the examination room, and any candidate leaving the room during the progress of any examination must first send his or her paper to the deputy examiner, and not return until the beginning of the next paper.

(3.) Candidates shall provide themselves with (for their own exclusive

use) pens, pencils, mathematical instruments, rulers, ink, blotting paper, and a supply of good heavy foolscap paper of the size thirteen inches by eight.

(4.) Each candidate's paper must consist of one sheet of such foolscap, which may be written on both sides, and must contain no separate sheets or portions of sheets unless inseparably attached so as to form one paper. Neat writing, and clear, concise answers are much more likely to secure high values from examiners than extent of space covered or a multiplicity of words.

(5.) Each such paper must be *exactly* folded, 1st, by doubling, bottom to top of page, pressing the fold (paper now $6\frac{1}{2}$ by eight inches); 2nd, by doubling again in the same direction, pressing the fold flat so as to give the size of $3\frac{1}{4}$ x 8 inches.

(6.) Finally the paper must be exactly indorsed as follows: A neat line should be drawn across the end of the folded paper one-half an inch from its upper margin. Within this space, $3\frac{3}{4}$ inches by $\frac{1}{4}$ inch, there must be written in very distinct characters, 1st, the letter indicating the grade, 2nd, the candidate's number, and 3rd, a vacant parenthesis of at least one inch, within which the deputy examiner shall afterwards place the private symbol indicating the station. Immediately underneath this space and close to it should be neatly written the title or subject of the paper.

For example, candidate No. 18 writing for B (Grade XI.) on Algebra should indorse his paper as shown below:—

B 18 ()	Algebra.
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(7.) The subject title, grade and candidate's No. may be written within over the commencement of the paper also; but any sign or writing meant to indicate the candidate's name, station or personality may cause the rejection of the paper before it is even sent to the examiners.

(8.) Any attempt to give or receive information, even should it be unsuccessful, the presence of books or notes on the person of a candidate, or within his reach during examination, will constitute a violation of the examination rules, and will justify the deputy examiner in rejecting the candidate's papers, and dismissing him from further attendance. No dishonest person is entitled to a provincial certificate or teacher's license. And where dishonesty at examination is proven, provincial certificates already obtained and licenses based on them will be cancelled.

(9.) It is not necessary for candidates to copy papers on account of erasures or corrections made upon them. Neat corrections or cancelling of errors will allow a paper to stand as high in the estimation of the examiner as if half the time were lost in copying it. Answers or results without the written work necessary to find them will be assumed to be only guesses, and will be valued accordingly.

(10.) Candidates are forbidden to ask questions of the deputy examiner with respect to typographical or other errors which may sometimes occur in examination questions. The examiner of the paper alone will be the judge of the candidate's ability as indicated by his treatment of the error. No candidate will suffer for a blunder not his own.

(11.) Candidates desiring to speak with the deputy examiner will hold up the hand. Communication between *candidates* at examination, even to the extent of passing a ruler or making signs, is a violation of the rules. Any such necessary communication can be held through the deputy examiner only.

(12.) Candidates should remember that the deputy examiner cannot

overlook a suspected violation of the rules of examination without violation of his oath of office. No consideration of personal friendship or pity can therefore be expected to shield the guilty or negligent.

(13.) Candidates intending to apply for license upon a record made at this examination, should fill in a form of application for such license as is expected. The deputy examiner is provided with blank forms for those who do not already have them. The applicant can have his certificate of age and character correctly made out and signed, and should note on the application the number, station and year of any previous examinations he has taken, whether he has been successful in obtaining a certificate thereon or not. He can also fill in his number, station, etc., and grade of certificate or rank of M. P. Q. expected. This latter should be placed in *brackets*, which will be understood to mean that it is not yet obtained but is *expected* to be obtained.

(14.) All candidates will be required to fill in and sign the following certificate at the conclusion of the examination, to be sent in with the *last* paper :

CERTIFICATE.

Examination Station.....Date.....July, 190 ...

Candidates No. ()

I truly and solemnly affirm that in the present examination I have not used or had in the Examination Room, any book, printed paper, portfolio, manuscript, or notes of any kind, bearing on any subject of examination ; that I have neither given aid to, nor sought nor received aid from any fellow-candidate ; that I have not wilfully violated any of the rules, but have performed my work honestly and in good faith.

Name in full

(Without contraction in any of its parts.)

P. O. to which memo. or certificate is to be sent.

98. The time table of the examinations shall be as in the following form, the details being changed from year to year to suit the syllabus.

TIME TABLE.

PROVINCIAL EXAMINATIONS, BEGINNING FIRST MONDAY AFTER DOMINION DAY, JULY OF
OF EACH YEAR.

TIME.		GRADE A.	COUNTY ACADEMY ENTRANCE.			
MONDAY.	A. M. 9.10 to 10.00 10.10 " 11.10 11.15 " 12.15	Roman History. Chemistry. Greek Author.	English.			
	P. M. 2.00 to 3.00 3.10 to 4.10 4.15 to 5.15	Greek History. Botany. Greek Author.	Mathematics.			
TUESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Latin Author. Zoology. Navigation.	Drawing, &c. Geography and History.			
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Greek Author. Sanitary Science. Astronomy.	General Knowledge.			
A. M. 8.30 to 9.00		Seating of Grades B. C and D.				
WEDNESDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Algebra. Latin Composition. French Authors.	Algebra. Latin Composition.	Algebra. Latin.	Algebra. Latin.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	English Language. French Composition. Geology.	English Language. French. Greek Authors.	English Language. French.	English Lang. French.	
THURSDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Geometry. Greek Composition. Latin Author.	Geometry. Latin Authors.	Geometry. Greek.	Geometry.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	Physics. German Composition. Latin Author.	Physcs. German. Greek Composition.	Science. German.	Science.	
FRIDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	Trigonometry. Psychology. Latin Author.	Prac. Math. Physiology.	Arithmetic. Drawing and B. K.	Arithmetic. Drawing & B. K.	
	P. M. 2.00 to 3.00 3.10 " 4.10 4.15 to 5.15	British History. English Literature. German Authors.	Geo. and History. English Grammar.	Geo. and History. English Grammar.	Geo. and Hist. Eng. Grammar.	
SATURDAY.	A. M. 9.00 to 10.00 10.10 " 11.10 11.15 " 12.15	M. P. Q. EXAMINATION.		SUPPLEMENTARY EXAM.		
		Hygiene and Temperance. School Law and Management. Theory and Practice of Teaching.		P. M. 2.00 to 3.00 3.10 " 4.10 4.15 " 5.15	"C" Drawing and B. K. "D" Science. "C" Science.	

99.

OPTIONAL EXAMINATION IN MUSIC, ETC.

- (a) At the County Academy Entrance Examination and the Teachers' Minimum Professional Qualification Examination candidates who have taken London Tonic Sol-Fa certificates can for the question in music *substitute* their certificates, for which values will be given as follows: For "Junior" certificate, 10; for "Elementary" certificate, 15; and for "Intermediate" certificate, 20—the last two for M. P. Q. only.
- (b) The candidate will enter in a parenthesis as an answer to the No. of the question on music in his examination paper, the words "Junior certificate," or "Elementary certificate," or "Intermediate certificate," as a reference to the fact that such a certificate has been handed to the deputy examiner, bearing on its back the name, and address, and examination number, and station of the candidate plainly indorsed upon it.
- (c) The certificates will be received by the deputy examiner, compared with his list to verify the correctness of the indorsation by the candidates, then enclosed in one envelope addressed, in the case of the Academy Entrance, to the Principal, and in the case of the M. P. Q. to the Superintendent of Education, who, after persual, shall return them to the respective candidates.
- (d) The Principal or the Superintendent, as the case may be, shall then indorse 10, 15, or 20 points (according to a) on the examiner's report and on the candidate's paper below the general valuation number, and add the two together for the total value of the paper.
- (e) To prevent the possibility of two values being given to the question by accident, the examiner of the paper in which a certificate is substituted for the question, shall mark the general value of the paper with an asterisk, both on the paper and on his report.
- (f) No certificate from any local examiner of the London Tonic Sol-fa College shall be accepted, unless the examiner has previously given a satisfactory proof to the Principal or the Superintendent that he or she has been duly appointed as local examiner for the grade of certificate in question by the authorities of the said College.
- (g) At the County Academy Entrance Examination the certificate of attendance for a year at a Manual Training School, or a Domestic Science School, can be accepted for the answer to a question on the subject in like manner as the "Junior" Tonic Sol-Fa certificate—value, 10.

LICENSING OF TEACHERS.

100. No person can, under any circumstances, be a teacher in a public school entitled to draw public money on his or her account without a License from the Council of Public Instruction. Before obtaining such a license a candidate must obtain, *first*, a certificate of the prescribed GRADE of Scholarship at the Provincial High School Examination, with a "Teachers' Pass" in each of the lower grades; *second*, the prescribed certificate of professional RANK as a teacher, either from the Provincial M. P. Q. Examination or the Provincial Normal School, and *third*, the prescribed certificate of age and character from a minister of religion or two Justices of the Peace. The value of a License is distinguished by the term CLASS; of scholarship by the term GRADE; of professional skill by the term RANK. The following collocation of the terms used will help to explain their significance and relation:

Generally,

	(1) "Teacher's Pass" Scholarship.	(2) Normal Diploma.	(3) Age & Character.
Class A (cl & sc) requires....	Grade XII (cl & sc)....	Academic Rank.....	20 years, &c.
Class A (cl) ".....	Grade XII (cl).....	Academic Rank.....	20 years, &c.
Class A (sc) ".....	Grade XII (sc).....	Academic Rank.....	20 years, &c.
Class B ".....	Grade XI.....	First Rank.....	19 years, &c.
Class C ".....	Grade X.....	Second Rank.....	18 years, &c.
Class D ".....	Grade IX.....	Third Rank.....	17 years, &c.
Class D (Prov.) ".....	Grade IX.....	" M. P. Q.....	16 years, &c.

101. As the ordinary or "high school pass" may be taken by a student with little or no knowledge of some of the subjects "imperative" for teachers, (for the "high school pass" is awarded on an average of 50% on any eight papers of a grade, provided none of the eight is below 25%,) the following regulation is made to control graduation from the Normal School:

No diploma of the Provincial Normal School shall be awarded any candidate who is found defective (below 40%) in the scholarship of any imperative subject of the Provincial Course of Study up to and including the corresponding grade, until the Faculty is satisfied that creditable proficiency has been made in each such subject.

102. When a teacher obtains a teacher's license without graduation from the Provincial Normal School, it can be only of a *class* one degree lower than the "teachers' pass" *grade* of scholarship. The following statement explains the principle in detail:

- (a) A *Class D* License cannot be awarded to any one who has not been estimated as high as 40 per cent. on each "imperative" subject of the *grade D* High School Course, by Provincial Examiners.
- (b) A *Class C* License in like manner requires 40 per cent. on each "imperative" subject of *grades D and C*.
- (c) A *Class B* License in like manner requires 40 per cent. on each "imperative" of *grades D, C and B*.
- (d) A *Class A* License in like manner requires 50 per cent. on each "imperative" in *grades D, C, B, and A* (classical and scientific).

103. When the "teacher's pass" has not been made by a candidate on the lower grades in order, the following equivalents are allowed:

- (a) 40 per cent. on each of the "imperatives" of *grade C* shall be considered the equivalent of 40 per cent. on each of *grade D*, except the *Science* paper.
- (b) 40 per cent. on each of the "imperatives" of *grade B* shall be considered the equivalent of 40 per cent. on each subject of the lower grades, except the *Science* of *D*, and the *Science* and *Drawing* papers of *C*. The same principle shall apply to *grade A* marks.
- (c) Opportunity is given on *Saturday* afternoon to take supplementary examinations on the *Science* of *D*, and the *Science*, *Drawing*, and *Book-keeping* of *C*.

104. No certificate, combination of certificates, nor any other qualification except the possession of a lawfully procured License gives a person authority to teach under the law in a public school. The regulations governing the issuance of licenses are as follows.

105. The permanent Licenses of Public School teachers shall be under the SEAL of the Council of Public Instruction, signed by the Secretary of the Council, shall be valid for the whole province during the good behaviour of the holder, and shall be granted on the fulfilment of the three conditions more fully specified in the succeeding regulations, namely: the presentation of the prescribed proof of (1) age and character, (2) scholarship, and (3) professional skill.

106. There shall be four classes of such licenses, which may be designated as follows:

Class A (cl. & sc.), A (cl.) or A (sc.)—Academic (classical and scientific), Academic (classical) or Academic (scientific).

Class B—First class.

Class C—Second Class.

Class D—Third Class.

107. The certificate of professional qualification or skill shall be (a) the academic, first, second or third RANK classification by the Normal School, or (b) the *minimum* (which shall rank one degree lower than the *normal*), and shall be the first, second or third rank pass on the following papers written on the Saturday of the Provincial Examination week: (1) School Law and Management, value 100; (2) Theory and Practice of Teaching, value 100; and (3) Hygiene and Temperance, value 100. First rank pass: an aggregate of 200 with no paper below 50. Second rank pass: 150 with no paper below 40. Third rank pass: 100 with no paper below 30.

108. The Provincial Normal School at Truro is recognized as the appropriate source of certificates of professional qualification for public school teachers; but the certificates of other Normal or teachers' training schools whose *curricula* may be satisfactorily shown to the Council to be at least the equivalent of those of the Provincial Normal School, may be accepted when qualified by the addition of the two following conditions: (a) a pass certificate of the Provincial "minimum" professional qualification examination of the corresponding rank, and (b) a certificate of a Public School Inspector, before whom or under whose supervision the candidate has demonstrated by the test of actual teaching for a sufficient period his or her qualifications for the class of license sought.

109. The prescribed certificate of age and character is given in the following blank form of application for license, which will be supplied to candidates by the Education Department, through the inspectors or the Principal of the Normal School:

FORM OF APPLICATION FOR A TEACHER'S LICENSE.

To.....

Inspector of Schools, Division No....., Nova Scotia.

I hereby beg leave through you to make application to the Council of Public Instruction for a Teacher's License of Class....., and herewith I present evidence of compliance with the conditions prescribed, namely:—

1. The prescribed certificate of age and character hereto attached, which I affirm to be true.

II. My High School certificate of Provincial Grade..... obtained at
..... Examination Station as No....., in the year 1....
(Further information below.)

III. My certificate of professional qualification of....., Rank,
No....., obtained at....., in the month of....., 1....
(Name in full).....
(Post Office address).....

Date..... (County).....

CERTIFICATE OF AGE AND CHARACTER.

I, the undersigned, after due inquiry and a sufficient knowledge of the
character of the above named candidate for a Teacher's License, do hereby
certify:—

That I believe the said candidate..... (name
in full), was born on the..... day of....., in
the year.....; and

That I believe the moral character of the said candidate is good, and
such as to justify the Council of Public Instruction in assuming that the
said candidate will be disposed as a teacher to "inculcate by precept and
example, a respect for religion and the principles of Christian morality,
and the highest regard for truth, justice, love of country, loyalty,
humanity, benevolence, sobriety, industry, frugality, chastity, temperance
and all other virtues."

..... (Name and title.)
..... (Church or Parish.)
..... (P. O. Address.)

Date.....

(When the certificate given above is signed by "two Justices of the
Peace" instead of a "Minister of Religion," the word "I" should be
changed by the pen into "we," and after the signature on the second line,
the words "Church or Parish" may be cancelled by a stroke of the pen.)

The correct *quotation* of the High School certificate II above will be con-
sidered as equivalent to its presentation. When the candidate makes
application at the High School Examination Station, the *grade or rank* of
certificate *written for and expected* may be entered, but shall be enclosed
in a parenthesis which should be understood to indicate the *expected* result
of the Examination.

The correct *quotation* of the Provincial M. P. Q. Certificate or the Pro-
vincial Normal School Diploma in III above, will be considered as equiva-
lent to its presentation.

Any certificates from Normal Schools, etc., which are not regularly
regularly recorded in the Education Office, must *accompany* this applica-
tion as evidence of the correctness of the quotation.

FURTHER INFORMATION FROM APPLICANT.

1. Class of license already held..... No..... year.....
2. University Degrees, Scholarship, Professional Training, experience,
or any other information candidate may wish to state :
.....

3. Provincial High School Examinations taken in addition to that
specified in II above, whether a "High School pass" certificate was
obtained or not, (necessary to prove that the candidate made a "Teacher's
Pass" in the lower grades).

On Grade XII syllabus at Examination Station..... No..... year....
" XI " " " " " "
" X " " " " " "
" IX " " " " " "

GENERAL OR SPECIAL INDORSATION OR REMARKS BY INSPECTOR (OR
PRINCIPAL OF NORMAL SCHOOL)

.....
.....
..... Inspector.

Place and date.....

110. For an Academic, or Class A License the three conditions are:—(1) A certificate signed by a Minister of Religion or two Justices of the Peace, as in the preceding form, to the effect that the candidate is of the full age of twenty years, and capable of fulfilling the duties specially mentioned in the statute. (2) A pass certificate of the Grade XII. (3) A certificate of Academic first rank professional qualification from a Normal School [for which may be substituted a Provincial Grade XII (cl & sc) with a 50% "pass" on each imperative subject of the High School course not covered in Grade XII, and a first rank M. P. Q. (no paper below 50), and at least two years' successful teaching, one of which must be as a *first* class teacher in a superior school].

111. For a First Class or B License the three conditions are:—(1) A certificate of the full age of nineteen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade XI. (3) A certificate of first rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade XII with the first rank minimum professional qualification.

112. For a Second Class or C License the three conditions are:—(1) A certificate of the full age of eighteen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade X. (3) A certificate of second rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade XI with the second rank minimum professional qualification.

113. For a Third Class or D License the three conditions are:—(1) A certificate of the full age of seventeen years and moral character as in the foregoing Regulation. (2) A pass certificate of Grade IX. (3) A certificate of third rank professional qualification from a Normal School, or a "Teacher's pass" certificate of Grade X with the third rank minimum professional qualification.

TEMPORARY LICENSE.

114. A Third Class (provisional) or D (prov.) License, *valid only for one year*, shall be granted on the regular application when the following *four* conditions are fulfilled:—(1) A certificate of the full age of sixteen years and moral character as in the foregoing Regulation. (2) A pass certificate of at least Grade IX as in the foregoing Regulation. (3) The third rank minimum professional qualification. (4) A recommendation of the candidate as a temporary teacher for a specified school by the inspector, who must previously be assured by the trustees of the said school that although reasonable effort

was made to employ a regular teacher of permanent class one could not be obtained, and that the candidate would be acceptable to the school section as a teacher for the year. Such License can only be re-issued for another year when the candidate has demonstrated an advance of *grade or rank* in his qualifications at a *subsequent* Provincial Examination.

SYLLABUS OF M. P. Q. EXAMINATION.

115. The questions set for the minimum professional qualification examination shall be within the limits indicated by the books recommended by the Council of Public Instruction on the following subjects:—

School Law and School Management.

- (a) To be familiar with the Acts relating to Public Schools in Nova Scotia and Regulations of the Council of Public Instruction with amendments as appearing in the *Journal of Education* from time to time—particularly those portions bearing on the relation and duties of teachers, and on the organization and operation of all grades of Public Schools.
- (b) To understand thoroughly the principles of school organization, the principles and methods of classification, the proper correlation and sequence of studies, the true aim and right modes of discipline, and the proper condition for securing the moral and physical well-being of pupils.
- (c) To be familiar with the history of leading Educational Reformers and their systems.

Theory and Practice of Teaching.

- (d) To have an understanding of the fundamental laws of the human mind in their relation to the science and art of education generally, including the principles and practice of vocal music.
- (e) To apply practically the principles thus derived to the teaching of each of the subjects embraced in the Common and High School courses of study.

Hygiene and Temperance.

- (f) Hygiene as in recommended or prescribed books with special reference to school room, school premises, and the health of pupils.
- (g) Temperance as in recommended or prescribed books with special reference to requirements of the school law.

VACATIONS AND HOLIDAYS.

116. There shall be a minimum summer vacation of six weeks in all the public schools (between the closing of the schools in one school year and their opening in the next school year), commencing on the second Monday in July.

117. The following days shall also be holidays in all the public schools: Sundays, Saturdays (except as herein-after provided), the anniversary of the late Queen Victoria's birthday, any day proclaimed by the Lieutenant-Governor, Good Friday, (and in Halifax, Easter Monday), Dominion Day, Labor Day, and two weeks at Christmas, according to the following scheme:

When Christmas falls on	Vacation shall begin on	Schools shall re-open on
Sunday.	Saturday, Dec. 24.	Monday, Jan. 9.
Monday.	" Dec. 23.	" Jan. 8.
Tuesday.	" Dec. 22.	" Jan. 7.
Wednesday.	" Dec. 21.	" Jan. 6.
Thursday.	" Dec. 20.	" Jan. 5.
Friday.	" Dec. 19.	" Jan. 4.
Saturday.	Friday, Dec. 24.	" Jan. 10.

118 In order that the due inspection of schools, as required by the law, may be facilitated, each inspector shall have power, notwithstanding anything in the foregoing regulations, to give notice of the day on which he proposes to visit any school in his inspectorate for the purpose of inspection, and to require that on the day so named such school shall be kept in session.

119. When for any cause the trustees of a school shall deem it desirable that any teaching day should be given as a holiday, the school or schools may be kept in session on the Saturday of the week in which such holiday has been given, and such Saturday shall be held to be in all respects a legal teaching day.

120. When, on account of illness, or any other urgent cause, a teacher loses any number of regular teaching days, with the consent of his trustees he may make up such loss by teaching on Saturdays, provided the following regulation is not violated.

121. No public school shall be kept in session under any regulation on two consecutive Saturdays, nor for more than five Saturdays in any quarter, nor for more than five days per week on the average (vacations not being counted) between the opening and closing of the teacher's service in the school.

122. When any school is closed by order of the trustees (with the approval of the inspector first obtained), for a portion or the whole of the Provincial Examination week beginning on the first Monday of July, on account of any advantage desired in connection with the said examination, the teacher will be entitled to the Provincial Grant for such

days, and the trustees to the County Grant on the average rate of attendance, provided the fact is distinctly indorsed and certified on the returns transmitted to the inspector by the teacher and trustees.

123. Sections having a County Academy, or schools of four or more departments, may be allowed an additional week of vacation (and Halifax city two weeks) without prejudice to their participation in the public funds provided their application for the same be indorsed by the inspector and approved by the Education Department, and distinctly indorsed and certified on the returns as required in the foregoing regulation. Under the same conditions the necessary days employed by the teachers of Academic or High School departments in the examination and grading of the schools of the section, may be counted as regular teaching days in their respective departments. See also, section 67A amending Chapter 52 of the Revised Statutes of 1900 (page 49 preceding).

124. Days allowed by regulation for the attendance of teachers at Educational Associations or Institutes, and days lost by the closing of a school on account of the prevalence of contagious diseases under the certificate of a duly registered physician or order of a board of health (such time not to exceed twenty teaching days), shall also be allowed, if indorsed and certified on the returns as indicated in the two preceding regulations. The order or certificate must also be attached to the return in the latter case.

125. The hours of teaching shall not exceed six each day, exclusive of the time allowed at noon for recreation. Trustees, however, may determine upon a less number of hours. A short recess should be allowed about the middle of both morning and afternoon sessions. In elementary departments, especially, trustees should exercise special care that the children are not confined in the school room too long.

EDUCATIONAL ASSOCIATION AND INSTITUTES.

PROVINCIAL EDUCATIONAL ASSOCIATION.

126. The Superintendent of Education shall have authority to assemble annually if desirable in either Truro or any other place which may be approved by two-thirds of the executive committee hereinafter provided for, an educational association, whose object shall be to promote the efficient operation of the public school system, and the professional improvement of its members by the discussion and elucidation of educational problems.

127. The membership shall be,—

- (a) *Ex officio*, the Superintendent, the principal and professors of the Normal School, the provincial examiners, the inspectors of schools, the presidents of colleges within the province and one representative chosen annually by each divisional institute for every twenty-five enrolled members present at the annual meeting of each institute ; and
- (b) *Ordinary*, all licensed teachers, professors and instructors in colleges and seminaries, trustees and commissioners of schools by enrolment and the payment of such fee (not exceeding one dollar) as the association itself may determine.

128. Superintendent, the principal of Normal School, and nine persons chosen annually by the association from among its members, shall constitute the executive committee, which shall have control of all funds raised by the association, and shall appoint its own secretary-treasurer to receive and disburse those funds under its own direction. The executive committee shall have general management of the affairs of the association, especially in respect to the fixing of the times of meeting and the programme of exercises, subject to the approval of the Superintendent.

129. The association shall appoint a secretary, and, if necessary, an assistant secretary, who shall keep a record of the proceedings of the meeting, and forward a written report of the same to the Superintendent.

130. The Superintendent shall preside at the meetings of the association and of the executive committee. At his request another member may preside. In his absence the principal of the Normal School or the senior inspector present shall take his place.

131. The Superintendent is authorized to use the Normal School building and appliances for the meeting of the association when held in Truro, and the principal and professors will aid to the extent of their power in promoting the success of such meeting. The Normal School students will be admitted to the exercises, but not as members of the association except when enrolled under 127 (b).

DIVISIONAL INSTITUTES.

132. Whenever ten or more duly licensed teachers within an inspectorial division shall in writing request the inspector to this effect, a teachers' institute for such district shall be formed, the exclusive object of which shall be to promote the efficiency of the teaching service within the limits of the inspectorate. The means to be employed for

securing this object shall be conversation and discussion of educational methods, the preparation and reading of papers on special subjects, and illustrative exercises. All questions and discussions foreign to the practical work of teaching are to be strictly avoided.

133. The members shall be the inspector and all duly licensed teachers within his inspectorate on enrolment and the annual payment of such fee (not exceeding one dollar) as the institute may determine.

134. The inspector shall be *ex officio* president of the institute, which shall elect annually from its members a vice-president (who shall preside in the absence of the president), a secretary-treasurer (who shall send a report of the institute in writing to the Superintendent), and four other persons to form with the foregoing officers a committee of management, which shall have direction of the affairs of the institute, especially in respect to the fixing of the times of meeting and the programme of exercises, subject to the approval of the inspector.

GENERAL.

135. The meetings of the association shall occupy three days and of institutes two days, always ending when practicable and convenient on the Friday of the week.

136. On giving a week's notice to trustees and pupils, teachers will have the liberty of closing their schools for the purpose of attending the meeting of the association or the institute, and on the attachment of the certificate of regular attendance during the days specified in the preceding regulation from the secretary of the association or institute to the teacher's "return," the inspector is authorized to credit the same as teaching days in the apportionment of the provincial aid and the municipal school fund.

137. When teachers, after having received permission from their trustees, attend "summer schools" or other institutes (during regular teaching days), which are recommended by the Superintendent for the improvement of teachers in the exercise of their profession, allowance will be made by inspectors, as indicated in the preceding regulation; always provided, however, that in any school year no more than five days shall be credited under all the foregoing regulations to any one teacher or school section.

138. If a teacher of class A, B or C, who is engaged in a school section for the year shall have taken a "mid-summer vacation" course of at least five full weeks (thirty days) at the Provincial School of Agriculture, and shall have received a certificate of satisfactory deportment and proficiency for the said term from the principal, he shall, on the written

recommendation of the trustees of his school section, be allowed to take one or two weeks of the said course during the opening weeks of the first "quarter" of the school without prejudice to his Provincial aid or to the municipal school fund to the section; provided a memorandum, approved by the Superintendent of Education, specifying the facts and approving of the said two certificates is attached to his return at the end of the first "half year."

SPECIAL SCHOOL DAYS.

139. It has been found very inspiring to devote certain days entirely to some special object, the demonstrative effect of which can be made much more intensive than that of the same time broken up into a routine of short fragmentary lessons spread over a few weeks. Such occasions, when managed properly, are of more value in teaching effect than the ordinary routine day. In fact, they can accomplish in some cases what could never be accomplished so effectively in any other way. They are by no means holidays. Far otherwise, for they involve extra labor on the part of the teacher and generally also on the part of the pupil.

140. *Arbor Day.*—To call special attention to the importance of the proper management and cultivation of our forests, to the value of the afforestation of lands which cannot be so productive in any other manner, and to the bearing of forestry on the rainfall, drainage, climatic and industrial conditions of the province, to encourage the proper adornment of the school grounds, to cultivate a taste for the beautiful in nature, and to give some practical and objective lessons in tree planting, and the study of tree growth,—for such objects the following directions are given :

- (a) On such day of May as according to season, weather or other circumstances may be deemed most suitable, trustees are authorized to have substituted for the regular school exercises of pupils, the planting by the latter of trees, shrubs and flowers, on the grounds surrounding the school house. The day devoted to this purpose shall be known and entered in the register as 'Arbor Day,' and when duly observed full credit will be given for it in the apportionment of public funds, on the basis of the actual attendance of pupils as ascertained by roll call at the beginning of the exercises, or other convenient time during their progress. Additional value and interest should be imparted by mingling with the practical duties of the occasion short addresses from the teacher and other competent persons on

the æsthetic and economic importance of arboriculture. During their summer visitation, inspectors shall take note of all schools in connection with which 'Arbor Day' has been observed.

- (b) Teachers who have been able to observe this day in a useful manner are recommended to make a special report on the same within a week to the inspector, specifying the work done on the occasion, and its prospective influence on the section. From these statements inspectors can have all the details necessary for their annual reports to the Superintendent of Education.
- (c) There will be found subjoined some practical suggestions which will be serviceable to those who wish to make the occasion a really profitable one.

(1) In selecting trees, it is well to avoid those that bear flowers or edible fruits, as such in the flowering and fruiting seasons are apt to meet with injury from ignorant or mischievous passers-by, and to offer temptation to the pupils. Butternuts and horse chestnuts are not to be commended as shade trees. The balsam fir is objectionable from the liability of its balsam to stain the hands and clothing. Deciduous or broad leaved trees are easily grown, their fibrous roots rendering transplanting a comparatively simple operation. If care is taken, the young saplings of the elm, maple, and ash, as found in the undergrowth of the forest, can be transplanted without difficulty.

(2) No school grounds should be without a suitable number and variety of the standard deciduous trees. However, during the winter season these are bare and unattractive, and afford little or no shelter. On the other hand, evergreens, such as spruces, pines, hemlocks and cedars, retain their foliage and provide a shelter as useful in winter as it is grateful in summer. Trees should always be planted according to a definite plan, being arranged either in curves or straight lines, according to circumstances, and with an obvious relation to the building and fences. They should not be placed so near the school house as to interfere with the free play of light and air.

(3) Our native trees grow so freely in the woods that we are apt to suppose they are merely to be taken up by the roots and transplanted, to start at once into a vigorous growth as before. This is a mistake. Great care should be taken in digging up the trees to preserve the fibrous roots; long runners should be cut across with a sharp knife, and not torn. All trees thrive best in well-drained soil, varying from sandy loam to clay. A clay loam suits all descriptions. The holes for the trees should always be made before the trees are brought to the ground, and should be too large rather than too small. In filling in, the better soil from near the surface should be returned first, so as to be nearer the roots, but where the soil is at all sterile, and generally, there should be put below and around the roots, some well-rotted compost, mixed with sand, and sandy loam, in order to promote the growth of the rootlets. In setting the tree it should be placed a little deeper than it stood before, and the roots should be so spread out that none are doubled. When finally planted the tree should be tied to a stout stick in such a way as to prevent chafing of the bark. Some mulch or stable litter should then be thrown around the stem to prevent the roots from drought. Stirring the ground is preferred by some cultivators to mulching. In transplanting evergreens, the roots should not be exposed to air or light—especially the heat of the sun—more than can be helped.

Several varieties of shrubs planted together in clumps produce a very pleasing effect, while the care of judiciously arranged flower beds will be to the children an important means of education.

141. *Empire Day.*

- (a) The observation of this day originated with a recommendation of the Dominion Educational Association at its third triennial convention, which met in Halifax, August, 1898. The Council of Public Instruction of Nova Scotia was the first to adopt the recommendation, appointing the schoolday preceding the holiday commemorating the anniversary of the birthday of Queen Victoria, under whose reign the Empire so widely and harmoniously developed.
- (b) The object of the day is the development of the Empire idea with power, by a more dramatic and impressive demonstration than would be possible in the routine method of teaching necessarily characteristic of the most of the work of the school. No set method is prescribed. Local orators may be utilized in short and appropriate addresses to the pupils and their parents. Teachers and pupils should take part in as effective and in as varied manners as possible from year to year. As a rule it is preferable to have it an exercise open to the public of the locality in the afternoon, the forenoon being devoted to phases best treated in the school room. It is one of the days when the school flag should be flying.
- (c) The exercises should not be directed to develop boastfulness in the greatness of the Empire. They should be a study of the causes why it became great, and how it may continue to be great; of the history of the rise, growth and alliance of its different peoples, of the evolution of the elastic system of self-government, and of the development of that spirit of Empire unity which is a new thing in history as the Empire's extent is in geography. And most important of all, the exercises should be an inspiration to stimulate all to seek how they may still further reinforce the good tendencies, and bind the distant members of the Empire more closely together in the bonds of reciprocal helpfulness as well as of sentimental love.
- (d) As in the case of Arbor Day, all worthy teachers are expected to file a report on the exercises of the day, no matter how brief, with the inspector of his or her division.

EVENING SCHOOLS.

142. These schools are public schools under the imme-

mediate charge of the trustees or school board, just as are the day schools, only the sessions are held at night and each session can count for no more than half a day. The return must be summed up with the return of the day school in the section, just as if they were all day schools, by the principal of the schools of the section. No evening school should be started by the school board, however, without the approval of the inspector.

- (a) Trustees of public schools may establish in their sections evening schools, for the instruction of persons upwards of thirteen years of age, who may be debarred from attendance at the day school.
- (b) Such evening school shall be in session $2\frac{1}{2}$ hours, and in relation to public grants, two evening sessions shall count as one day. The prescribed register shall be kept, and a return of the school made in the form directed by the Superintendent.
- (c) No portion of provincial or municipal funds for education, shall be appropriated in aid of evening schools, unless teachers are duly licensed.
- (d) The Council would greatly prefer that the teachers of evening schools should be other than teachers of day schools; but when in the opinion of the trustees a night school is desirable and no other teacher except that of the day school can be obtained, on the recommendation of the inspector, the Council, through the Superintendent, may authorize the day school teacher to conduct the evening school for no more than three nights each week during the term agreed upon.

GOVERNMENT NIGHT SCHOOLS.

143. These night schools for adults are established by the Governor-in-Council under sections 115, 116 and 117 of chapter 52 of the Revised Statutes, after which they come under the sole control of the Council and its officers. The following statement has been authorized as a reply to those asking for information on the conditions which justify the establishment of such a school in a locality:—

Such conditions are likely to exist in the greater industrial centres, such as in the neighborhood of collieries, &c., where there may be found collected together a considerable number of young workmen over school age who never had the opportunity of enjoying the advantages of our public school system in their youth.

The Government Night School System was not created for the purpose of doing educational work which can be done by the public school system in the locality; nor can a Night School be established where it will interfere directly or indirectly with the efficient administration of the public school. And in no case should the benefit of a Government Night School be asked for the permanent residents of a section unless they have shown

their interest in the public school system to the extent of adopting and enforcing compulsory attendance on the day school in accordance with the provisions of the law.

Application should be made for the establishment of a Government Night School, *each term*, in the form of a petition to the Governor-in-Council; and the preamble should set forth the reasons justifying the establishment of such a school in the locality in the terms and spirit of the Act, the Regulations, and this circular note.

Among the facts represented the following should not be overlooked :

- (1.) Special reason why the school is required in the community.
- (2.) Names of those promising to attend, with their ages (Reg. 3.)
- (3.) The free use of school room, with the necessary light, fuel and attendance.
- (4.) The approval of the public school trustees (Regulation 4), and of the Inspector.
- (5.) Has Compulsory Attendance on the day school been adopted and enforced in the section according to the provisions of law?

A Government Night School is established for a *single* term only, and in no case is continued a second year without a distinct re-establishment. The attempt to open a Government Night School without the regular appointment of the teacher *for the term* directly by the Government through the Superintendent of Education, will forfeit any claims such parties may have to the establishment of the school.

If those making application are *in good faith* "desirous of obtaining instruction," in the words of the Act, it is reasonable to expect a fair average attendance at the School, *twenty-five* being the minimum specified.

144. Term. The annual term shall begin Dec. 1st and close March 31st.

145. Sessions. There shall be three sessions of two and a half hours in length each week, but should it be found inconvenient during Christmas and New Year's weeks to hold the regular number of sessions, a fourth session may be held for as many succeeding weeks as will be necessary to make up the sessions so lost. The selection of the particular evenings of the week on which the schools are to be held is left to local arrangement, as is also that of the hour for opening school.

146. Pupils.—No person can be admitted as a pupil who is under fifteen years of age, or who attends, or could conveniently attend, the day school of the locality.

147. Teacher.—No teacher of a Public Day School shall be engaged as a teacher of a Government Night School without the consent to said engagement of the school board of the section.

148. Salary of Teacher.—The teacher in charge of the night school for adults shall receive the following remuneration, to wit: one dollar for each session the school is actually open during the term (if the average attendance is 20 or upwards, otherwise the same proportion of a dollar that the average attendance is of twenty), and an additional dollar for each unit in the number representing the average attendance for the term, provided that the entire remuneration shall in no case exceed \$100.00.

149. Assistant Teachers.—When the average attend-

ance for the first two weeks exceeds 30, the Council may appoint a second or assistant teacher, who shall receive two-thirds of the amount of salary paid the principal, or at that rate for the time during which he actually teaches. When the average attendance exceeds 60, a second assistant may be appointed on the like scale of remuneration.

150. *Studies of Pupils.*—Owing to the diversified attainments of the persons likely to seek admission to the night school, the Council does not think it expedient to lay down a precise course of study. The Act under which the schools are established contemplates only "the ordinary branches of English education," and the Council directs teachers to place chief stress on these, particularly on reading, writing, and arithmetic. In mining districts, informal lessons on elementary science may profitably be given.

151. *Registration.*—All teachers of night schools shall keep correct records of their schools, according to the prescribed register, and shall make at the end of the term duly certified returns of the attendance, etc., in such form as may be required by the Superintendent of Education.

PUBLIC SCHOOL COURSE OF STUDY.

152. The public school course of study may be considered under its sub-division of the common and high school courses. They furnish a basis for the classification of pupils by the teachers and for the examination of schools by the inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the province.

These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the simultaneity of their study. The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc. As suggestive to teachers with little experience, contracted forms of the detailed common school course for miscellaneous and partially graded schools are appended.

The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestion of the experiments of other countries, and the criticism of our teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is

designed to prevent monotony and one-sidedness, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil. The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work.

Changes in these courses of study must always be expected from year to year, but to a very small extent it is hoped, except in the prescription of certain texts in the high school course. These will be published from time to time in the bulletin of the Department, the JOURNAL OF EDUCATION, published in April and October of each year.

153.

GENERAL PRESCRIPTIONS.

Physical Exercise and Military Drill.—Physical exercise should be given for a few minutes in the middle of every session over one hour in length. At such times it is beneficial even to pupils who have walked a long distance to school and who are accustomed to active work at home. The younger the pupils the more often such exercise should be given, in order to maintain physical restfulness and mental activity during the time for study. These exercises should always be made the occasion of training the pupils to maintain the most healthful and graceful position of the body in sitting, standing and moving. This training is as much the duty of the teacher as the other work of the school.

Military Drill is the latest result of the experience of generations of practical men in devising the most effective manner of training numbers of men to move in the most convenient order and under the fullest control. It is therefore particularly adapted to the movements of pupils in all schools, for girls as well as boys. Apart from other considerations, the fact that the children from various schools are often likely to be massed together, makes it desirable that the same system should be followed exactly everywhere. The best system, and that which is most likely to be useful in the widest extent, is the standard modern military drill. All teachers are required to make as practical an acquaintance as possible with the system of military drill at least as far as "squad drill," and to have their pupils drilled to stand and move smartly. Inspectors are directed to mark no school work under this head, no matter how good, higher than "fair," unless he has had an opportunity of observing the *Military drill*.

Vocal Music.—All pupils (excepting of course those known to be organically defective as respects music), should be able to pass an examination in vocal music before promotion to a higher grade. For the present the following minimum is prescribed for each grade. At least one simple song with its tonic-sol-fa (or other) notation for Grade I. An additional melody and its notation for each succeeding grade, with a correspondingly increased general knowledge

of music. Vocal music may be combined with some forms of "physical exercise" as in marching and light movements. Teachers musically defective may comply with the law by having these lessons given by any one qualified.

Hygiene and Temperance.—Orally in all grades, and as incidents or occasions may suggest. Text books for pupils' use as follows: Grades V. and VI., Health Reader No. 1; Grades VII. and VIII., Health Reader No. 2; High School grades, as in prescribed Physiology text. The statutes make it imperative under penalty on both teachers and trustees that such instruction be given in all grades. It is therefore the duty of all educational officers to see that the spirit as well as the letter of the law is inculcated both by precept and example—by every means which can influence the sentiment and character of the pupils.

Moral and Patriotic Duties.—As enjoined by the School Law and when found most convenient and effective. Some lessons in readers, in history, in biography, etc., may be utilized incidentally. Certain anniversary days, such as "Empire Day," "Dominion Day," etc., should be systematically utilized for patriotic inspiration.

The school room and grounds is an elementary miniature world in which the pupil has an opportunity of developing nearly all of the moral points of character required for useful living in the great world of mature human activity. The crown and sum total of all the other parts of the teacher's work is the development of the best possible character in each pupil; so that in every lesson and in every exercise the ultimate purpose should preside over and direct the course of the instruction. The teacher's supervision should therefore extend directly or indirectly to the play ground, before and after class hours as well as during the intermission.

Good manners is a subordinate but too often neglected department of character building. It is, however, a very simple as well as useful department; and therefore one the observance of which inspectors are instructed specially to study in each school, and the neglect of which should subject the teacher to censure and the school to a lowering of its rating. Every teacher should be an example of true politeness, which is not only compatible with the greatest power and firmness, but enhances them. In a short time such an influence should materially improve the most rude class of pupils.

Lessons on Nature.—The noting, examination, and study of the common and more important natural objects and laws of nature, as they are exemplified within the range of the school section or of the pupils' observations. Under this

head pupils should not be required to memorize notes or facts which they have not, at least, to some extent actually observed or verified for themselves.

Britain's "Nature Lessons," and Payne's "Nature Study" (U. S. A.), Garlick and Dexter's "Object Lessons for Standards I., II., III., (England), and James' "Agriculture" are useful guides to the teacher for portions of the work prescribed in some of the grades. There should be a short "Nature Lesson" given *every* day on the daily collections and observations of the pupils themselves—not on the statements of teachers or books—the lesson always being based on the objects or observations. These guide books are to be used only to show the teacher how to give such lessons; and they are entirely prohibited as text books for either pupil or teacher, for under no circumstances should "notes" from the books be given to pupils. All such studies must be from the objects. Observations under this head form some of the best subjects for English Composition Exercises in all the grades. In schools with pupils of several grades under one teacher (as in most rural schools), many of these lessons may profitably engage the whole school. In nearly all either the whole senior or whole junior divisions of the school can take part. A skillful teacher can thus give profitable object lessons to several grades of scholars at once; at one time giving a Grade V. lesson, at another time a Grade VI. or Grade VII. or Grade VIII. lesson, which will also contain enough for the observation and interest of Grade I, Grade II., Grade III. and Grade IV. pupils. An object lesson given to the highest class can thus to a certain extent be made a good object lesson for all the lower classes. The older pupils will see more and think more. It must be remembered that the memorizing of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorizing is pure cram, injurious instead of being useful. The teacher may not have time to take up in *class* every object indicated in the Nature Lessons of the Course. In such cases the pupils should be given two or three objects nearly related to the typical specimen examined in school with directions to search for and examine them at home as illustrated in specimen class lesson. Without much expenditure of time the teacher can note that this work has been honestly attempted to be done by each pupil. The lessons must be direct from nature itself, but under the guidance of the teacher, who can save time in bringing the pupils to the point desired by his more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature, from which we have to win our material existence. It is also the basis of any useful philosophy.

More stress has been laid on the natural history of each section than on elementary physics and chemistry. Not because physical phenomena are less important, but because the elements of these sciences are the same all the world over, and there is no end to the cheap and well-illustrated guides to practical work in them which will suit a section in Nova Scotia as well as one in England or in the United States. But there are no such simple guides to the biology of each section, and many of its other scientific characters. The teacher must become a student and master them himself; for such exercises have special power in developing the habit of accurate observations (which is the soundest basis for any career ranging from that of the poet and professional man to the tiller and lord of the soil, the tradesman, the manufacturer and inventor), and in developing in connection with history and civics an intelligent attachment even to the soil of our country.

Spelling and Dictation.—It should be strictly insisted upon, that from the very commencement in the first grade, the pupil should spell every word read in the lessons, and common words of similar difficulty used in his conversa-

tion ; for if this is not done, the pupil is all the time being simultaneously trained to tolerate wrong mental images of the forms of the words which can seldom be corrected by ordinary efforts in the higher grades. Writing words in the lower grades, transcription and dictation in the higher grades should be utilized more and more as facility in writing increases.

Reading and Elocution.—1. Pupils must be enabled to clearly understand the portion to be read, then to read it with proper expression. 2. Faults of enunciation, pronunciation, etc., of tone, of posture, and manner, etc., must be carefully noted and corrected. 3. Choice passages should be memorized occasionally for recitation with the proper expression. Ten lines a year, at least, for Grade I., twenty lines, at least, for Grade II., and a similar increase for each succeeding grade is prescribed. In the High School Grades the memorizing and effective recitation of choice extracts in *every language studied* (Greek, Latin, French or German, as well as English), is also imperative on each pupil. Reading should be taught at first, partly at least, by word building from the phonic elements, occasional drills of this kind being continued in all the grades to obtain clear enunciation.

English.—In all grades practice should constantly be given in expressing the substance of stories, lessons or observations orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly, so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large portion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own made meanings" for difficult words in their reading lessons, instead of merely memorizing definitions of words arranged in lists. The teacher should be careful to use always the most correct language ; while the errors of speech in class or on the play ground, or in conversation, should never be allowed to pass without correction.

Writing.—Style most easy to read should be cultivated. Simple vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the pupil unless its form shows evidence of care, otherwise, the more the pupil writes the worse the writing becomes. Writing should begin in the first grade

with letters formed from the simple elements properly classified, and should be taught in the order of difficulty.

Drawing.—For teachers who have not taken the Provincial Normal School Course, Thompson's "Manual Training No. 1," is recommended as covering to some extent the *Drawings and Lessons on Nature* as they may be taught to pupils of the first five grades; and No. 2, as they may be taught to the next five grades; and Prang's "Art Instruction in Primary Schools—A Manual for Teachers—Second year," thus covering generally the work of the Common and High Schools. Before leaving Grade VIII, all pupils should be able to plot lines and angles accurately, so as to be able to solve all ordinary Practical Mathematical problems by "construction." The accurate use of the "Universal Scale" (wood) with the "Eagle" compass and dividers is sufficient for this purpose. Drawing of objects studied under the head of Nature Lessons should be constantly practised and carried on, even in the High School.

Arithmetic.—It is of the highest importance to secure the habit of obtaining accurate answers at the *first* attempt. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity should follow as the secondary consideration. Appropriate exercises in *Mental Arithmetic* should be given in every grade, and proficiency in it should be required in all promotions.

Geography and History.—The verbal memorizing of these lessons at home by the pupils is for the most part injurious to the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils, when left to themselves, mentally associate the facts memorized with the wording, the paragraph and the page of a book, instead of with the proper locus on the map, or with the proper system of related facts. These lessons should therefore be prepared under the careful and philosophical direction of the teacher in the school, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic or scientific, should be skilfully used to interpret the remote in time and place.

Manual Training—(Optional). This may often be introduced as an alternative or recreation, and without there-

fore materially increasing the real labor of the pupil. Clay modelling, woodwork, metal work, needlework, cookery, shorthand (Sir Isaac Pitman's system *only*), school-plot farming or gardening, etc., as most appropriate or expedient, may be introduced with the consent of the trustees. Teachers should at all times encourage the pupils in the production of specimens of home-made, handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals and other natural productions of their own part of the country. It is legal for trustees to expend school funds in teaching these optional as well as the imperative subjects, either for school equipment or the engagement of special teachers.

155. CONSPECTUS OF PUBLIC SCHOOL COURSE OF STUDY TO GRADE XI.

With a suggestive percentage of Time for Class-room Teaching in each subject, on the supposition that there is one Teacher for each Grade. When one Teacher has the work of more than one Grade, the time to each subject in the Class-room must be lessened.

SUBJECTS.	PERCENTAGE OF TIME IN EACH GRADE.										EXAMINATION VALUES FOR PROVINCIAL CERTIFICATES.		
	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	High Schl.		IX.	X.	XI.
English	40	40	40	40	40	40	35	30	20		Lang. 100 Gram. 100	Lang. 100 Gram. 100	Lit. 100 Gram. 100
Mathematics	20	20	20	20	20	20	25	30	20		Arith. 100 Alg. 100 Geom. 100	Arith. 100 Alg. 100 Geom. 100	P. Mat. 100 Alg. 100 Geom. 100
Science and Manual Art	20	20	20	20	20	20	20	20	20		Dr. &c. 100 Botany 100	Dr. &c. 100 Chem. 100	Physiol. 100 Physics. 100
Geogr'phy & History					5	10	10	10	10	10	G. & H. 100	G. & H. 100	G. & H. 100
Music, Calisthenics, Moral and Patriotic Duties.	20	20	20	15	10	10	10	10	5				
Optional.	Languages, Latin and Greek									25	Latin 100	Latin 100 Greek 100	Latin 200 Greek 200
	Or, French and German									25	French 100	French 100 Germ. 100	French 100 German 100

156. SPECIAL PRESCRIPTIONS FOR COMMON SCHOOLS.**GRADE I.**

Reading.—Primer with Wall Cards or Blackboard Work.

Language.—Story telling by pupil. Writing easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy, interesting figures as in *Manual Training*, to end of Section II. (or as in alternative Drawing Course recommended.)

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 20, to be done with concrete or abstract numbers, accurately and rapidly. *See general prescriptions.*

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple or appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colors, simple regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals

Music, &c.—As under *general prescriptions*.

GRADE II.

Reading.—Reader No. 1.

Language.—As in Grade I., but more advanced. *See general prescriptions.*

Writing and Drawing.—As in Grade I., but more advanced. Angles, triangles, squares, rectangles, plans of platform and of school room (or as in *Manual Training* No. I. to end of Section IV.); with *Public School Drawing Course*, No. I. (or as in alternative Drawing Course recommended).

Arithmetic.—Numbers up to 100 on the same plan as in Grade I.

Lessons on Nature.—As in Grade I., but more extended. *See general prescriptions.*

Music, &c.—As under *general prescriptions*.

GRADE III.

Reading.—Reader No. 2. *See general prescriptions.*

Language.—As in II, but more advanced. Subject and predicate. Nouns and verbs.

Writing and Drawing.—Vertical letters on slate and in copy books. Freehand outlines on slate, blackboard, etc. Common geometrical lines and figures with their names. Map of school grounds and surroundings. As in *Manual Training*, No. 1, to end of Section VI.; with *Public School Drawing Course*, No. 2 (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Part I., first half. *General prescriptions.*

Lessons on Nature.—Geography of neighborhood, use of local or county maps. Estimation of distances, measures, weights, &c., continued. Color. Study extended to three or four each of common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. *See general prescriptions.*

Music, &c.—As under *general prescriptions*.

GRADE IV.

Reading.—Reader No. 3. *See general prescriptions.*

Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Modifiers of subject and predicate, of noun and verb

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, to end of Section VIII., with *Public School Drawing Course*, No. 3 (or as in alternative Drawing Course recommended).

Geography.—Oral lessons on Physiography as on pages 85 to 99, introductory Geography, with the general geography of the Province begun on the school map. *See general prescriptions.*

Arithmetic.—As in Common School Arithmetic, Part I., completed. *See general prescriptions.*

Lessons on Nature.—As in Grade III., but extended so as to include four or five objects of each kind, as in *general prescriptions.*

Music, &c.—As under *general prescriptions.*

GRADE V.

Reading.—Reader No. 4, Part I. *See general prescriptions.*

Language.—Oral as in IV. and *general prescriptions.* All parts of speech and sentences with inflections of noun, adjective and pronoun,—orally. Composition practice on "nature lessons," etc., increasing.

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 1, with *Public School Drawing Course*, No. 4, &c., and drawing from objects (or as in alternative Drawing Course recommended).

Geography and History.—Ideas of latitude and longitude, physiography, etc., developed. Oral geography of Nova Scotia on map in fuller detail. General geography of the Provinces of Canada and the Continent, as on the Hemisphere maps. Oral lessons on leading incidents of Nova Scotia History.

Arithmetic.—As in Common School Arithmetic, Part II., first half.

Lessons on Nature. From mineral and rock to soil, as shown in neighborhood, and extended to five or six each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals; and natural phenomena, such as ventilation, evaporation, freezing, closely examined. Health Reader No. 1 begun.

Music, &c.—As under *general prescriptions.*

GRADE VI.

Reading.—Reader No. 4 completed. *See general prescriptions.*

Language.—Oral as in V. extended. Formal composition (simple essays) twice each month. Paradigm of regular verb. Simple parsing and analysis begun. More important rules of Syntax applied. Short descriptive sketches of observations, etc., etc., and letters, from oral instruction, as in "Lessons in English."

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section II., with *Public School Drawing Course*, No. 5, &c. Increasing practice in representing common objects in outline (or as in alternative Drawing Course recommended).

Geography.—Introductory Geography text to end of Canada. Thorough drill in outlines of Hemispheres, with map drawings.

History.—Leading features of History of Canada to end of Chapter XIII.

Arithmetic.—As in Common School Arithmetic, Part II., completed.

Lessons on Nature.—As in Grade V., but extended to at least six or seven objects of each class specified. Distribution and values of all natural products of the Province. Health Reader No. 1, completed.

Music, &c.—As under *general prescriptions.*

GRADE VII.

Reading.—Reader No. 5 begun. Character of metre and figures of speech to be observed. *See general prescriptions.*

Language.—Leading principles of Etymology with paradigms. Parsing and analysis of simple sentences and application of rules of syntax. Oral.

Written abstracts of oral or reading lessons. Simple description of "nature" observations, &c., narrative and business forms. Punctuation and paragraphing. All from oral instruction as in "Lessons in English."

Writing and Drawing.—Copy Book. Drawing as in *Manual Training*, No. 2, to end of Section IV., with *Public School Drawing Course*, No. 6, &c. Plotting of lines, triangles, rectangles, &c., according to scale. The use of the "Universal Scale." Simple object drawing extended (or as in alternative Drawing Course recommended).

Geography.—Introductory Geography to end of Europe, with thorough map drill, and map drawing. *See general prescriptions.*

History.—Leading features of History of Canada to end of Chapter XXX. *See general prescriptions.*

Arithmetic.—As in Common School Arithmetic, Part III., first half.

Lessons on Nature.—As in Grade VI., and with the study of specimens illustrating the stones, minerals, &c.; each class, sub-class, and division of plants; and each class of animals found in the locality. All common and easily observed physical phenomena. (Much of this course will be covered by a series of object lessons on the subject matter of any twenty of the easier chapters of *James' Agriculture*, and on the *Introductory Science Primer*.) *Health Reader*, No. 2, begun.

Music, &c.—As under *general prescriptions*.

GRADE VIII.

Reading.—Reader No. 5 completed. Elements of prosody and plain figures of speech, as illustrated in reading, to be observed and studied. *See general prescriptions.*

Spelling.—Prescribed Speller in addition to *general prescriptions*.

Language.—Parsing, including important rules of Syntax. Analysis of simple and easy complex sentences. Correction of false Syntax and composition exercises, etc., as in "Lessons in English" completed. Pupils at this stage should be able to express themselves fluently and with fair accuracy in writing, for all ordinary business purposes. *See general prescriptions.*

Writing and Drawing.—Copy Book. Model and object drawing. *Manual Training*, No. 2, to end of Section V., with review of *Public School Drawing Course*, Nos. 5 and 6, &c. Construction of angles, mathematical figures, maps, plans, etc., to scale and their measurement, neatly and accurately, by the "Universal Scale," the use of which should be thoroughly mastered in this grade. *See general prescriptions* (and alternative *Drawing Course* recommended).

Geography.—Introductory Geography completed and reviewed, with latest corrections and map drill, and map drawing. *See general prescriptions.*

History.—As in "Brief History of England," with the leading features of the "History of Canada" completed and reviewed. *See general prescriptions.*

Arithmetic.—Common School Arithmetic completed. *See general prescriptions.*

Algebra.—Fundamental rules, with special drill on the evaluation of algebraic expressions.

Bookkeeping.—A simple set.

Lessons on Nature.—As in Grade VII., extended to bear on Health, Agriculture, Horticulture, and any local industry of the School Section. Local "Nature Observations" (Much of this course will be covered by a series of oral lessons completing the subject matter of *James' Agriculture* and of the grade of *Science Primers*). *Health Reader*, No. 2, completed. *See general prescriptions.*

Music, &c.—As under *general prescriptions*.

157.

CONDENSED COMMON SCHOOL COURSES.

[The following condensations of the Common School Course of Study are given merely as suggestions for the benefit of untrained teachers who may require such aid. In connection with the *special prescriptions* given hereunder, the teacher should study thoroughly the meaning of the *general prescriptions* given elsewhere and in the School Register. These *general* combined with the following *special prescriptions* form the *prescribed Courses of Study*.]

158. FOR A COMMON SCHOOL WITH FOUR TEACHERS.

PRIMARY.

Reading.—Primer and Reader No. 1, with wall cards or blackboard work.

Language.—Story-telling by pupil. Easy vertical letters, words and sentences.

Writing and Drawing.—Writing on slate, paper or blackboard. Drawing of easy interesting figures, plans of platform and school-room, etc., or, as in *Manual Training* No. 1, to the end of Section IV., with Drawing Book No. 1 (or as in alternative Drawing Course recommended).

Arithmetic.—All fundamental arithmetical operations with numbers, the results of which do not exceed 100, to be done with concrete and abstract numbers, accurately and rapidly.

Lessons on Nature, &c.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects. Estimation of direction, distance, magnitude, weight, etc., begun. Common colors, simple, regular solids, surfaces and lines. Simple observations on a few common minerals, stones, plants and animals. Simple songs, Hygiene and Temperance.

ADVANCED PRIMARY.

Reading.—Readers Nos. 2 and 3, with spelling.

Language.—Oral statements of matter of lessons, observations, etc. Written sentences with punctuation, etc. Subject, predicate, noun, verb, and their modifiers.

Writing and Drawing.—On slate and blackboard. Common geometrical lines and figures with their names, map of school ground. Copy books. Drawing as in *Manual Training*, No. 1, to end of Section VIII., and Drawing Books Nos. 2 and 3, or representative selections from them, with outline drawing of common objects (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Part I.

Lessons on Nature, &c.—Geography of neighborhood and the use of map of province with easy geographical terms, explanation of the change of seasons, etc. Estimation of distance, measure, weight, etc., continued. Color. Study of four or five each of the common metals, stones, earths, flowers, shrubs, trees, insects, birds and mammals. Simple songs.

INTERMEDIATE.

Reading.—Reader No. 4 with spelling. Health Reader No. 1.

Language.—Formal composition (simple essays twice a month), short descriptions of "Nature lesson" observations, etc., and letters as well as oral abstracts. Simple parsing and analysis begun, with the application of the more important rules of syntax, exercises selected from reading lessons. (No text book in the hands of pupils.)

Writing and Drawing.—Copy books. Drawing as in *Manual Training*, No. 1, complete, and Drawing Books No. 4 and 5 (or as in alternative Drawing Course recommended). Model and object drawing.

Arithmetic.—As in Common School Arithmetic, Part II.

Geography.—Introductory Geography to end of Canada. Thorough drill in outlines of Hemisphere maps.

History.—Leading features of history of Canada to 1756.

Lessons on Nature.—From minerals and rock to soil, as shown in neighborhood, and six or seven each of the common plants, trees, insects, other invertebrates, fish, reptiles, birds, mammals, and natural phenomena such as ventilation, evaporation, freezing, closely examined. Distribution and values of the natural products of the province. Music, at least half a dozen songs (tonic sol-fa notation).

PREPARATORY.

Reading.—Reader No. 5. Health Reader No. 2. Elements of prosody and plain figures of speech as illustrated in readings to be observed and studied.

Spelling.—Readers and prescribed Spelling Book, etc.

Language.—Leading principles of Etymology and Syntax. Parsing. Analysis of simple and easy complex sentences. Correction of false syntax. Written abstracts of oral and reading lessons. Simple description of "Nature lesson" observations, etc., narrative and business forms. Punctuation and paragraphing. All oral, including matter of "Lessons in English."

Writing and Drawing.—Copy books. Drawing as in *Manual Training* No. 2 to end of Section V., with Drawing Book No. 6. Model and Object drawing with simple drawing from nature. Construction of angles and simple geometrical figures to scale and their measurement. The use of scales as on "Universal Scale" (or as in alternative Drawing Course recommended).

Geography.—Introductory text book with latest corrections and thorough map drill.

History.—Canada completed, with "Brief History of England."

Arithmetic and Algebra.—Common School Arithmetic. Fundamental rules of Algebra, and evaluation of algebraic expressions.

Bookkeeping.—A simple set.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study by examination of the minerals, stones, earths, &c.; of specimens of each class, sub-class and division of plants; and of each class of animals, as found in the locality, with particular reference to the bearing of the knowledge on any useful industry, as agriculture, horticulture, &c. All common and easily observed physical phenomena. Oral lessons with experiments on subject matter of Introductory Science Primer and *James's Agriculture*.

159. FOR A COMMON SCHOOL WITH THREE TEACHERS.

LOWER.

Reading.—Primers and Readers, Nos. 1 and 2, with spelling.

Language.—Story-telling by pupil. Printing or writing simple words and thoughts.

Writing and Drawing.—Vertical letters, &c., on slate, paper or black-board and copy book. Drawing from objects, and of easy interesting figures, plans of school grounds, or as in *Manual Training*, No. 1, to end of Section VI., with Drawing Books, Nos. 1 and 2, (or as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Part 1, first half.

Lessons on Nature.—Power of accurate observation developed by exercising each of the senses on simple and appropriate objects, geography of neighborhood and local map. Estimation of direction, magnitude, distance, weight, measure, &c., begun. Colors. Objective study of at least a few of each class of the natural history objects in the locality.

Music.—At least three simple songs (tonic sol-fa notation).

MIDDLE.

Reading.—Readers 3 and 4, with spelling. Health Reader, No. 1.

Language.—Oral statement of matter of reading lessons and oral lessons. Simple description of "nature lesson" observations, etc., narrative and letter writing. Parts of speech and sentences with the easier inflections and rules of syntax. Parsing and analysis of simple passages in reading lessons begun.

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 1, complete with Drawing Books, Nos. 3, 4 and 5, or representative selections from them, and outline drawing from objects (or, as in alternative Drawing Course recommended).

Arithmetic.—As in Common School Arithmetic, Parts I and II.

Geography and History.—Drill in Hemisphere maps and Introductory text book to end of Canada. Oral lessons on the leading incidents of the history of Nova Scotia.

Music.—Five or six songs (tonic sol-fa notation).

Lessons on Nature.—Estimation of weights, measures, distances, &c., in connection with reduction exercises; six or seven each of every class of natural history objects (mineral, vegetable and animal) in the neighborhood, examined and classified. Common physical phenomena observed and studied.

HIGHER.

Reading.—Reader No. 5 and Health Reader, No. 2, with spelling and prescribed spelling book, elements of prosody and plain figures of speech in passages read, observed.

Language.—Leading principles of Etymology and Syntax. Parsing, analysis of simple and easy complex sentences, correction of false syntax, oral and written abstracts of interesting lessons. Essays, including narrative, description of "nature lesson" observations, &c., and general letter writing with special attention to punctuation, paragraphing, and good form generally. All oral, including matter of "Lessons in English."

Writing and Drawing.—Copy Books. Drawing as in *Manual Training*, No. 2, to end of Section V. with Drawing Book, No. 6. Model and Object drawing, with simple drawing from nature. The construction and measurements of angles and mathematical figures. The use of scales on the "Universal Scale," (or, as in alternative Drawing Course recommended).

Geography.—Introductory Geography, complete with latest corrections, and general map drill on Hemisphere maps.

History.—As in "History of Canada," and the "Brief History of England."

Arithmetic and Algebra.—Common School Arithmetic, and evaluation of algebraic expressions and four fundamental rules.

Bookkeeping.—One simple set with commercial forms.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—The study objectively of a number of the typical natural history objects of the locality, their distribution, value and bearing on native industries in the Province. The observation and explanation of common physical phenomena. Oral lessons and experiments as in Introductory Science Primer and *James's Agriculture*.

160. FOR A COMMON SCHOOL WITH TWO TEACHERS.

JUNIOR (at least two divisions).

Reading.—Primer and Readers, Nos. 1, 2 and 3, with spelling, and oral abstracts of interesting lessons; nouns, verbs, subjects, predicates, etc., in lessons of higher classes; writing sentences, and descriptions of "nature" observations.

Writing and Drawing.—Letters, words, geometrical figures, etc., on slate, paper and blackboard. Copying from cards. Copy books and drawing as in *Manual Training*, No. 1, to the end of Section VIII. with Drawing Books, Nos. 1, 2, 3 (or as in alternative Drawing Course recommended), and drawing from common objects.

Arithmetic.—As in Common School Arithmetic, Part I.

Music.—Four or five songs with tonic sol-fa notation.

Lessons on Nature.—Practice in the estimation, by guessing and testing of weights, measures, distances, etc., referred to in reduction tables. Study of regular solids, surfaces, lines and colors. Observation of simple physical phenomena. Examination and classification of representative specimens of minerals, stones, etc., plants and animals, to be found in the locality. Training the eyes to see everything around and the mind to understand explanations and relations.

SENIOR (at least two divisions).

Reading.—Readers, Nos. 4 and 5. Health Readers, Nos. 1 and 2. Spelling and definition. Oral abstracts of lessons. Elementary grammar and analysis drill on sentences in reading lessons. Observations of figures of speech and the character of metre in poetical passages read in the advanced division.

Language.—Leading principles of Etymology, Syntax, etc. Written and oral abstracts, narratives and description of "nature lesson" observations, etc., with attention to punctuation, paragraphing and form. All as in "Lessons in English," taught orally.

Writing and Drawing.—Copy Books. Drawing in *Manual Training*, No. 1, complete, and No. 2 to end of Section V., with Drawing Books, Nos. 5 and 6, Model and Object Drawing; and lessons on mathematical construction of figures in advanced division. The use of the "Universal Scale." (Or condensation of alternative Drawing Course recommended).

Geography.—Text-book (introductory) in advanced division. For all, thorough drill in the general geography of the Hemisphere maps.

History.—"History of Canada" and "Brief History of England" in alternative divisions.

Arithmetic.—Common School Arithmetic, Parts II and III, with evaluation and fundamental rules of Algebra for advanced division.

Book-keeping.—Simple set for advanced division.

Music.—At least eight songs and the tonic sol-fa notation.

Lessons on Nature.—One daily to all pupils on such subjects as: estimation of weights, measures, distances, etc., properties of bodies, common physical phenomena, local representative specimens or species of the mineral, vegetable and animal world in the locality, the natural resources of the Province—and the bearing of these on our industrial development, &c., &c. Experiments, &c., as in the Introductory Science Primer and *James's Agriculture*.

161. FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED, "MISCELLANEOUS," OR "RURAL" SCHOOL.)

[As a general rule there should be at least four classes or divisions in such a school; (a) those in Reader No. 5, (b) Reader No. 4, (c) Reader No. 3, and (d) Readers Nos. 2 and 1 and Primer. The pupils in such a school must be drilled to move without the loss of an instant of time, if the teacher is to be successful. There cannot be here the leisure of a graded school.]

Reading.—(d) Four lessons a day, very short, with spelling, grammar and composition questions on them; (c) three short lessons in like manner; (b) two short lessons, one from Health Reader No. 1, with the full range of questions on them; (a) one lesson (Health Reader No. 2 on alternate days), with questions covering spelling, definitions, grammar, analysis, prosody and composition, more or less partially.

Writing and Drawing.—(d) On slate or paper from blackboard or cards during specified times of the day; (c) same, more advanced; (b) copy books and drawing books, once each day; (a) the same once each day. The use of the "Universal Scale."

Language.—Text book only in (a) and once a day or every other day, with written compositions in (a) and (b) as indicated in the other courses. Class instruction or essay criticism once or twice a week. All as in "Lessons in English," taught orally.

Geography.—Oral lessons once or twice a week to (d) and (c) and (b). Text-book twice a week (b) and (a).

History.—Oral lessons once or twice a week to (c) and (b). Text-book twice a week for (a).

Arithmetic.—Each class to receive attention twice a day as a class from the teacher; (d) a very few minutes at a time; (a) more time, which might vary with the difficulty of the points to be reasoned out. This will form the main subject for "seat work," while the teacher is engaged with other classes.

Music.—At least twice a day for a few minutes. Exercises short and often given are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course. Oral lessons on subject matter of *James's Agriculture*.

A specimen time table is given below for such schools.

162.

SUGGESTIVE TIME TABLE.

(DESIGNED TO AID INEXPERIENCED TEACHERS AND TRUSTEES.)

This specimen is given here for a rural school in which it is assumed there is only common school work to be done—the work of the first eight "Provincial Grades."

Every Teacher should have a *time table*, giving all these details, posted up in the school room, so that pupils can be guided by it even to their "desk" work. Inspectors are required to insist on this in every school.

TIME TABLE.

[For a "rural" or "miscellaneous" common school of eight grades grouped in four classes (a), (b), (c) and (d), as directed on the previous page, with about 44 pupils, 2 in 8th, 3 in 7th, 4 in 6th, 5 in 5th, 6 in 4th, 7 in 3rd, 8 in 2nd, and 9 in 1st grade.]

TIME WHEN BEGUN	Duration (Minutes.)	RECITATION TO TEACHER.		SILENT WORK OF THE FOUR CLASSES AT DESKS.			
		Monday, Wednesday, Friday,	Tuesday, Thursday.	(a)	(b)	(c)	(d) †
9:00	15	Opening song, and Roll-call.					
9:15	15	(d) Reading, Spelling, etc.		Arith.	Arith.	Spelling.	
9:30	15	(c) " "		Arith.	Spelling.		Spelling.
9:45	15	(b) " "		Spelling.		Spelling.	Drawing.
10:00	15	(a) " "			Spelling.	Drawing.	Arith.
10:15	5	Song and Callisthenics.					
10:20	50	(a), (b), (c) and (d), Arithmetic, etc.		*	*	*	*
10:50	10	RECESS.					
11:00	15	(a) Gram. and Anal.	(a) Language.		Arith.	Arith.	Arith.
11:15	15	(d) Reading, Spelling, etc.		Arith.	Arith.		
11:30	5	Mental Arithmetic.		*	*	*	*
11:35	25	Writing.	Drawing				
12:00	60	NOON INTERMISSION.					
1:00	5	Song and Roll-call.					
1:05	15	Geog., etc., (oral).	Hist., etc., (oral)	Map Draw			
1:20	15	(a+) Geog.	(a+) Hist.		Arith.		Arith.
1:35	15	(c) Language.	(d) Language.	Language	Language.	Language.	Language.
1:50	15	(b) " "	(a) Tues. (Health (b) Thurs. (Reader.	Arith.		Spelling.	Spelling.
2:05	5	Song and Callisthenics.					
2:10	20	Arith., Alg., B. K., or Math., Drawing		*	*	*	*
2:30	10	RECESS.					
2:40	15	"Nature" and Science lesson from objects.					
2:55	10	Writing or Drawing notes on lessons.					
3:05	15	(d) Reading, Spelling, etc.	(a), (b), (c) and (d) Recitations. (Elocutionary on Fridays.)	Math.	Math.	Arith.	
3:20	15	(c) " "		Math.	Spelling.		Spelling.
3:35	15	(b) " "		Math.		Spelling.	Arith.
3:50	10	Announcements, etc., and Song.					

NOTES ON TIME TABLE.

* Desk work, Mathematics, when teacher is not engaged with the class.

† Desk work, description in writing (and drawing when necessary) of natural objects or observations, when the teacher does not require the attention of the class to the "lesson" of the day. Some lessons may be adapted to all classes, others to the senior or junior. When an elementary lesson is given classes (c) and (d), the classes (a) and (b) should be working on a written description of a plant, an insect, or other phenomena observed, or experiments in physics, etc., with drawings. And *vice versa*.

‡ *Class* (d) may be necessarily made up of *two* or *three*, if not more sub-classes, each of which must be rapidly taken in turn,—some in their letters, some in their primer, etc., but all must receive attention in these subjects three or four times a day, for they can do but very little at a time.

Reading.—Should include spelling, definition of words, grammatical notes, derivation, prosody, etc., as the matter suggests; and the literary and other ideas involved should be made clear to the pupils. There is a saving of time and effort in considering as many related things as possible together. See *general prescriptions*.

Language.—The "desk" work should require every day, if possible, the expression of the pupil's thoughts about something on which he can have clear ideas. To read a short story, or choice description once to the class, giving all, say, exactly five or ten minutes to write rapidly their remembrance of it substantially, is a good exercise; especially if the errors are corrected before the class or otherwise shortly after; or to give them an object or a picture to "write up" in a limited time. This will develop facility of composition. Some grammar and analysis, of course, will be necessary in order to enable the pupils to understand the reasons why some methods of expression are better than others.

Mathematics.—Several subjects need be taken up only for a month or two, such as the elementary rules of algebra, accounts, the use of the mathematical scales, as on the "Universal Scale" (engraved on wood) and the compass in mathematical drawing. Some of these might be taken instead of arithmetic, say in the afternoon, or on alternate days.

High School Work.—Where work of this kind has to be done, those studying the high school subjects might aid the teacher with some of the classes so as to obtain time for the high school studies which might otherwise cut down too much of the time given to the common school grades, which are of paramount importance in ungraded schools. When high school work is being done, the teacher's time, in case of a difference of view by those interested, might be fairly decided to be distributed to each grade, in proportion to the number of grades and pupils in each.

Nature Lessons, &c —See *general prescriptions*.

ALTERNATIVE COMMON SCHOOL COURSE OF DRAWING.

163. The following is the alternative course of Drawing for the common school grades, which is referred to in the preceding prescriptions. For partially graded, and for ungraded schools, it can be condensed as illustrated in the preceding condensations of the regular course for fully graded schools. The sub-divisions (a), (b), (c) and (d) serve to call and keep attention to lines which should be followed through all the grades, even in the condensed courses which teachers are expected to form and adapt to the conditions existing in rural schools:

GRADE I.

(a) *Drawing as an aid to Language*.—Free illustrative sketching from copy, memory, and imagination.

Show pupils good outline pictures of simple objects, of scenes, and of scenery. Teach them to tell what such pictures express. Make on black-board in presence of pupils outline pictures of familiar objects, such as a kitten, a boy with a flag, a house on hill-top, and a boy running after his hat. Let the pupils copy these pictures and combine them to form original ones.

Encourage all honest effort and criticize mildly even the poorest. When the drawing is not satisfactory ask the pupil to re-examine the object and try again, perhaps next day. This will be particularly valuable when he is drawing from memory.

Occasionally use coloured crayons and have the pupils use coloured pencils.

(b) *Drawing as an aid to Nature Lessons.*—Let every nature lesson end, when possible, with an illustrative drawing of the object studied.

This will lead the pupils to observe and examine with greater care, and render the impressions more lasting. Outline drawings of animals, trees, leaves and fruits, most interesting to children, are appropriate for this grade. Sometimes this work may be done in colour with the brush, using diamond dyes.

(c) *Formal Drawing Lessons.*—A half-hour lesson once or twice a week.

Make the pupils draw from objects such as apples, half-apples, oranges, eggs, leaves, tubers, roots, etc.—from any simple object not involving perspective. They should frequently make models of objects in clay or other material and then make drawings of them. Some attention should be given to the primary colors with their tints and shades.

For manual drill, let the pupils draw circles and curves on the black board.

They should occasionally, in symmetrical exercises, use both hands at the same time, and sometimes the left instead of the right hand.

All the drawings should be large. Much injury is done to children and time is wasted in striving for minuteness of detail and accuracy of finish, before the eye and hand are sufficiently developed.

In small country sections, or in schools where the teacher has but one grade and not too many pupils, stick and tablet laying, also paper cutting and folding should be practised. A series of such exercises will develop the idea of symmetry and be the best preparation for original designing.

Good teachers will, at this stage, be sparing in the use of technical terms.

Young children should always draw from interesting objects. Type forms represent abstractions which should not be used until the pupil has reached them by his own generalizations.

Colored crayons may be used to advantage in all the grades, when water colors cannot be obtained or effectively used.

GRADE II.

(a) *As an aid to language.*—Encourage and help the pupils to illustrate simple scenes and events by pencil sketches.

Excellent selections in literature suited to this grade are now attainable, such as fairy tales, etc. Pupils generally take much pleasure in pictorial representations of them. Their attempts at first will be crude but experience has shown that the great majority of pupils will improve rapidly, that their conceptions will be made more vivid, and consequently that the constructive imagination so useful in the study of history and geography will receive proper development.

(b) *As an aid to nature lessons.*—As in Grade I. More difficult objects and some detail; simple grasses and flowers occasionally using water colors. The leaf in the various stages of its growth. The cow or horse and the dog from memory.

Let the pupil be asked to observe these animals carefully whenever he can and then make a memory drawing of them in school. Point out mistakes and let the pupil correct them by renewed observation until the work is fairly good.

Trees.—Characteristic foliage in mass of spruce, oak or beech, poplar or elm. Apple on branch with leaves.

(c) *As an aid to mathematics.*—Teach the pupils to draw accurately from one point to another, using a ruler. Draw parallel lines.

Number work may be made more interesting by having the pupils make pictures of a given number of birds, apples, etc., by making them divide a

line or any regular surface into equal parts to illustrate the nature of fractions, halves, fourths and eighths.

(d) *Formal drawing lessons.*—Two half hours a week. Continue same work as in Grade I, introducing the grouping of two or more simple objects. The manual drill on the black board should include ornamental curves.

Construct with coloured paper an historic border. Represent it by a drawing. Vary the pattern.

GRADE III.

(a) *As an aid to language.*—As in Grade II (a). Excellent copies of masterpieces of art may now be obtained at so small a cost as to place them within the reach of the poorest school.

Before studying and discussing the pictures appropriate for this (or any other) grade, the pupils should see and examine as many as possible of the objects mainly represented, clouds, forests, mountains, rivers, lakes, ravines, animals, churches, etc.

(b) *As an aid to nature lessons.*—As in Grade II (b), but somewhat more difficult.

Cat, rabbit, hen, duck, herring, trout, the parts of a flower, turnip and potato, leaves, etc.

(c) *As an aid to mathematics and geography.*—Drawing squares and rectangles of given dimensions. Dividing them into square inches. Measuring distances in the classroom and representing them by lines one quarter of an inch to a foot.

Drawing correct plan of the schoolroom and of the play-ground.

Divisions of lines and surfaces into thirds, sixths and twelfths.

(d) *Formal Drawing Lessons.*—As in Grade II, but more advanced. Ornamental curves more complex, copied and original, on blackboard.

Borders formed by repetition of flower forms.

GRADE IV.

(a) *As an aid to language.*—Continued as in Grade III (a).

(b) *As an aid to nature lessons.*—Common plants, shrubs, trees (of each three or four), so as to be readily recognized by their characteristic branching and foliage. Fruits. A few of the larger bones of the human body. The frog and the butterfly in the various stages of development. The sparrow and the robin.

Natural colors to be used when convenient. As it will generally be impossible to obtain human bones, corresponding ones from other large animals may be used instead.

(c) *As an aid to mathematics and geography.*—Fifths and tenths illustrated. The use of the compass in drawing circles. Right angles, triangles and squares geometrically constructed. Map drawing. Plans to scale. Working drawings of a few simple objects.

(d) *Formal drawing lessons.*—As in Grade III (d). Study of good pictures. Principles of repetition and alternation in exercises on borders and rosettes. Study of color in objects. Pleasing combinations of color in design.

GRADE V.

(a) *As an aid to language.*—Continued as in Grades II and III.

The reading lessons will afford abundant material for pictorial drawings and illustrative sketches. Besides, there are incidents in child life, his games, etc.,—"playing ball," "fishing for trout," "snowballing," "what I saw on my way to school," "the hay makers." Drawings in mass of animals and children in interesting attitudes. Here appropriate colours will greatly improve the effect.

(b) *As an aid to nature lessons.*—Plants, thistle, horsetail, iris, wood-sorrel. Animals—sheep and goat, turkey and goose, salamander, beetles, butterfly. Analysis of leaves and flowers for colour schemes.

(c) *As an aid to mathematics and geography.*—Accurate drawings of polygons with compasses and ruler. Development of surface of pyramid in card board. Paper cutting to produce forms of regular solids. Plan of the school section. Map of province. Working drawings for a bracket.

(d) *Formal drawing lessons.*—Studies of good copies of famous paintings. Exercises in complex curves on blackboard—occasionally with both hands. The most elementary principles of free hand perspective as applied to simple objects,—the circle and the cube in different positions. The study and reproduction of historic ornament. Colour lessons—tints and studies in objects, and pleasing combinations of colour in design.

GRADE VI.

(a) *As an aid to language* —As in Grade V (a).

(b) *As an aid to nature lessons.*—Organs of the human body—hands, feet, ears. Plants—lady's slipper, red maple. Animals—bear and fox, hawk and owl, insects in various stages of development. Study of colour in natural objects

(c) *As an aid to mathematics and geography.*—The measurement of angles and lines. Plotting geometrical figures, and simple geometrical problems. Map drawing—North America, showing Canada somewhat in detail. Working drawings of simple rectangular objects.

(d) *Formal drawing lessons.*—As in Grade V (d), but more advanced. The idea of type forms, cubes, pyramids, ovoids, etc., developed from the study and drawing of simple objects.

GRADE VII.

(a) *As an aid to language.*—As in Grade V. (a). Special attention to the drawing of the best buildings and landscapes of the section.

(b) *As an aid to nature lessons.*—Structure of bones and muscles, eyes. Plants. Animals—spider and web, kingfisher, squirrel. Analysis of beautifully coloured natural objects.

(c) *As an aid to mathematics and geography.*—Plotting. More difficult geometrical problems. Map drawing—Europe. Working drawings.

(d) *Formal drawing lesson.*—Object drawing. Freehand perspective. Decorative design. Study of tints and shades. Pleasing arrangements of groups of fruit, vegetables, or other objects; vase-forms, etc.; arrangements of objects to express some complex thought, as a bottle of ink, a pen and a sheet of paper.

GRADE VIII.

(a) *As an aid to language* —Occasional practice in pictorial sketching.

(b) *As an aid to nature lessons.*—Plants and animals. Heart and lungs of a sheep or an ox. Apparatus used in science lessons, etc.

(c) *As an aid to mathematics and geography.*—Accurate plotting and measurement by mathematical instruments. Working drawings of common objects to scale. Geometrical problems. Map of the British Isles.

(d) *Formal drawing lessons.*—The study of good drawings from master artists. Drawing of groups of models, flowers, fruit, etc. Historic ornament. Adaptation of natural forms to purposes of decorative designs. Colour harmony applied in design.

164. SPECIAL PRESCRIPTIONS FOR HIGH SCHOOLS.

(Year Ending July, 1902.

The subjects, number and values of the papers for the different High School examinations, and the general scope of examination questions, are indicated in the prescribed curriculum which follows. The text books named indicate in a general manner the character of work expected on each subject. Examination questions are assumed to be on the subjects, not on the text books, and may demand description by drawing as well as by

writing in all grades. In any subject, also, a question may be put on work indicated under the head of "general prescriptions," Course of Study for Public Schools.

GRADE IX.

ENGLISH LANGUAGE—100: (a) The *Sir Roger DeCoverley Papers* (T. C. Allen & Co.), *Longfellow's Evangeline*, and Tennyson's *The Brook*, and *Ode on the Death of Wellington*, with critical study, word analysis, prosody and recitations; (b) English Composition as in Dalglish's *Introductory* or an equivalent in the hands of the teacher only, with essays, abstracts and general correspondence, so as to develop the power of fluent and correct expression in writing.

2. ENGLISH GRAMMAR—100: Text-book (excepting "notes" and "appendix") with easy exercises in parsing and analysis.

3. LATIN—100: As in *Collar and Daniell's First Latin Book*, to end of Chapter LIV., or any equivalent grammar, with very easy translation and composition exercises. [The *Roman* (Phonetic) pronunciation of Latin to be used in all grades.]

4. FRENCH—100: As in *Fasnacht's Progressive Course First Year*, with *Progressive Reader First Year*, Sections 1 to 15.

5. HISTORY AND GEOGRAPHY—100: (a) Text-book of British History up to the House of Tudor, and oral lessons on "How Canada is Governed." (b) Advanced Text-book to page 25, with the geography of the various portions of the British Empire.

6. SCIENCE—100: (a=80) Physics as in *Balfour Stewart's Primer*. (b=70) Botany as in *Spotton's High School Botany* (last edition), or an equivalent. Drawing of parts of plants.

7. DRAWING AND BOOKKEEPING—100 (a=20) Construction of plans, geometrical figures and solution of mensuration and trigonometrical problems by mathematical instruments. (b=30) High School Drawing Course No. 1, with Model and Object drawing and *Manual Training* No. 2 completed. (c=50) Commercial forms and writing, with Single Entry Bookkeeping problems.

8. ARITHMETIC—100: As in the *Academic Arithmetic* to page 77.

9. ALGEBRA—100: As in *Hall & Knight's Elementary Algebra* to end of Chapter XVI.

10. GEOMETRY—100: Euclid I., with the easier exercises in *Hall & Stevens* to page 86.

NOTE.—Latin and French are optional, all other subjects imperative for "Teacher's pass." The minimum aggregate for a "High School pass" is 400 on any eight papers with no subject below 25; for a "Teachers's pass" 400 with no imperative subject below 40.

GRADE X.

1. ENGLISH LANGUAGE.—100 (a) Same subjects as in previous grade, but more advanced scholarship required. (b) Composition as in Dalglish's *Advanced* or an equivalent in the hands of the teacher only, with special attention to the development of readiness and accuracy in written narrative, description, exposition and general correspondence.

2. ENGLISH GRAMMAR—100: Text-book (excepting "appendix") completed with exercises in parsing and analysis.

3. LATIN—100: As in *Collar and Daniell's First Latin Book* complete, and "*Cesar's Invasion of Britain*," by Walsh and Duffield.

4. GREEK—100: As in *White's First Greek Book*, lessons I to LIX.

5. FRENCH—100: As in *Fasnacht's Progressive Course*, second year, with *Progressive Reader*, first year, selections 16 to 62.

6. GERMAN—100: As in *Joyner-Meissner's Grammar*, first 18 lessons, with Buchheim's *Modern German Reader*, Part I, first division only.

7. HISTORY AND GEOGRAPHY—100: (a) Text-book of British History from the House of Tudor to the present time. (b) Advanced Text-book of Geography completed.

8. SCIENCE—100: (a=70) Chemistry as in *Williams*. (b=30) Agriculture as in *James*: or Mineralogy as in *Crosby*.

9. DRAWING AND BOOK-KEEPING—100: (a) *Mathematical Drawing* as in previous grade, but more advanced; *Faunce's Mechanical Drawing* recommended to teachers for "proper use of instruments." High School Drawing Course, No. 2, and model and object drawing, with simple drawing from Nature. (b) Book-keeping; Double entry forms and problems.

10. ARITHMETIC—100: The *Academic Arithmetic* complete.

11. ALGEBRA—100: As in *Hall and Knight's Elementary* to end of Chapter XXVII.

12. GEOMETRY—100: Euclid I, II and III to Prop. 20, with the easier exercises in *Hall and Stevens*.

NOTE.—Latin, Greek, French and German optional, all others imperative for "Teachers' pass." The minimum for a "High School pass," 400 on any eight papers with no subject below 25; for a "Teachers' pass," 400 with no imperative subject below 40.

GRADE XI.

1. ENGLISH LITERATURE—100: [a=80] *Milton's L'Allegro, Il Penseroso, Comus and Lycidas, Macaulay's Essay on Milton* [b=20] A general acquaintance with the prescribed literature of the previous grade as above.

2. ENGLISH GRAMMAR—100: History of English language and Text Book complete with difficult exercises. [b] History of English literature as in *Meiklejohn*.

3. LATIN—100: Grammar and easy composition partly based on prose author read.

4. LATIN—100: [a] *Cæsar's De Bell. Gall.*, Book I (also for 1903), and [b] *Virgil's Æneid*, Book II; (for 1903, Book III), with grammatical and critical questions.

5. GREEK—100: Grammar and easy composition based partly on author read and *White's First Greek Book* completed.

6. GREEK—100: *Xenophon's Anabasis*, Book IV., (for 1903, Book I), with grammatical and critical questions.

7. FRENCH—100: As in *Fasnacht's Progressive Course, Third Year*. *Pierre Coeur's L'Amé de Beethoven* and *Richebourg's Les Violettes Blanches*, (MacMillan & Co).

8. GERMAN—100: As in *Joynes-Meissner*, to lesson 44, with *Buchheim's Modern German Reader*, Part I., complete.

9. HISTORY AND GEOGRAPHY—100: General History and Geography as in *Swinton*.

10. PHYSIOLOGY—100: As in prescribed text, "*Martin's Human Body and the Effects of Narcotics*."

11. PHYSICS—100: As in *Gage's Introduction to Physical Science*.

12. PRACTICAL MATHEMATICS—100: As in *Eaton*.

13. ALGEBRA AND ARITHMETIC—100: As in *Hall and Knight's Elementary Algebra*.

14. GEOMETRY—100: Euclid I to IV, with the easier exercises, the more important definitions and algebraic demonstrations of Euclid V, and Euclid VI (text) to Prop. 19, as in *Hall and Stevens*.

NOTE.—Latin, Greek, French, and German optional, all others imperative for the "Teachers' pass." The minimum aggregate for a "High School pass," 400 on any eight papers, with no subject below 25; for a "Teachers' pass," 400 with no imperative subject below 40. The examination on this syllabus may also be known as the Junior Leaving Examination of the High School.

GRADE XII.

The examination on this syllabus may be known as the Senior Leaving Examination of the High School. This portion of the course of study may be profitably undertaken on the lines best adapted to the staff of instructors or the demands of students in the larger High Schools or County Academies. There is in this grade a bifurcation of the course into a classical side and a scientific side, with minor options leading to the certificates of Grades XII (classical) and XII (scientific) respectively.

(A) IMPERATIVE FOR BOTH SIDES.

1. ENGLISH LANGUAGE—100: As in *Lounsbury's English Language*. Chaucer's *Canterbury Tales: The Prologue, The Knights and the Nonne Prestes Tale*. (Skeat's 2/6 edition.) (Also for 1903).
2. ENGLISH LITERATURE—100: *Stopford's Brooke's* (3/6 edition) for reference. Prescribed authors: Shakespeare's *Hamlet*; Tennyson's *In Memoriam*, Burke's Speech on *Conciliation with America* (also for 1903). (For 1903, Shakespeare's *Julius Caesar* and Milton's *Paradise Lost*, Bks. I. and II).
3. BRITISH HISTORY—100: As in *Green's Short History of the English People*, and *Clement's History of Canada*.
4. PSYCHOLOGY—100: As in James's Text Book of Psychology, or Maher's edition of 1900.
5. SANITARY SCIENCE,—100: As in the Ontario Manual of Hygiene.

(B) IMPERATIVE FOR CLASSICAL SIDE.

1. LATIN COMPOSITION.—100: Grammar as in *Bennett*, and Composition as in *Bradley's Arnold* or equivalents. Latin translation at sight.
2. TACITUS—100: *Annals*, Book I. (For 1903, *Histories*, Book I).
3. CICERO.—100: *De Senectute* and *De Amicitia*. (Also for 1903).
4. VERGIL.—100: *Aeneid*, Books IV and VI. (For 1903, *Georgics*).
5. HORACE—100: *Epistles*, Books I and II, and *Ars Poetica*. (Also for 1903).
6. ROMAN HISTORY AND GEOGRAPHY.—100: As in *Liddell's*.
7. GREEK COMPOSITION—100: Grammar as in *Goodwin*, and composition as in *Fletcher and Nicholson*, or equivalents. Greek translation at sight.
8. LUCIAN.—100: *Vera Historia*. (Also for 1903).
9. DEMOSTHENES—100: *De Corona*, omitting documents. (Also for 1903)
10. EURIPIDES.—100: *Medea*. (For 1903, SOPHOCLES, *Antigone*)
11. GRECIAN HISTORY AND GEOGRAPHY.—100: As in *Smith's*.

(C) IMPERATIVE FOR SCIENTIFIC SIDE.

1. PHYSICS.—100: As in *Gage's Principles of Physics*.
2. CHEMISTRY.—100: As in *Storer & Lindsay's Elementary*
3. BOTANY—100: As in *The Essentials of Botany* by Bessey (latest edition); with a practical knowledge of representative species of the Nova Scotia flora.
4. ZOOLOGY.—100: As in *Ontario High School Zoology*, or equivalent, with dissection of typical Nova Scotia species as in list specified in *Journal of Education*
5. GEOLOGY.—100: As in Sir William Dawson's *Hand Book of Canadian Geology* (excepting the details relating to other provinces from pages 167 to 235, or an equivalent text).
6. ASTRONOMY.—100: As in *Young's Elements of Astronomy*.
7. NAVIGATION.—100: As in *Norie's Epitome* or equivalent.
8. TRIGONOMETRY.—100: As in *Murray's Plane Trigonometry*.
9. ALGEBRA.—100: As in Hall & Knight's *Higher Algebra*, omitting "§" paragraphs and chapters xxiv to xxxi.
10. GEOMETRY.—100: *Euclid*, particularly VI and XI, as in *Hall and Stevens*, with exercises. "Loci and their equations," as in chapter I, *Wentworth's Elements of Analytic Geometry*.

(D) OPTIONAL FOR EITHER SIDE.

1. FRENCH GRAMMAR AND COMPOSITION.—100: As in *Brachet* or equivalent.
2. FRENCH AUTHORS.—100: Racine's *Athalie* and specimens of modern French (1) verse and (2) prose, by Berthon. (Macmillan & Co.). Ereckmann Chatrian's *Madame Thérèse* (Am. B. Co).

3. GERMAN GRAMMAR AND COMPOSITION.—100: As in *Joyner-Meissner* or equivalent.

4. GERMAN AUTHORS.—100: *Unter dem Christbaum* by Helene Storkel (D. C. Heath & Co., Boston), substituting for the first two stories *Balladen und Romanzen* by Buchheim (Macmillan & Co).

To pass Grade XII (scientific) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (C) and any other *five* papers.

To pass Grade XII (classical) a minimum aggregate of 1000 must be made on twenty papers, including all in groups (A) and (B) and any other *four* papers.

No paper to fall below 25.

For Grade XII (classical and scientific), all the subjects in group (D) must have been taken as well as those in (A), (B) and (C). No paper to fall below 50.

For "Teachers' pass." No paper to fall below 50.

165.

UNIVERSITY MATRICULATION.

The leading universities and colleges of the Provinces have agreed to accept the Grade XI or Junior Leaving High School certificate in lieu of their matriculation examination, when the certificate indicates a pass on each subject required by the particular matriculation standard concerned. For example, a university may fix 50 or 60 per cent., more or less, in Latin, Greek or any other subject as *its* standard. Again, a candidate may fail to take a "pass" High School Certificate through a low mark in a subject not required for matriculation, yet make sufficiently high marks, as shown by his "examination record," on the subjects required to admit him to the university. This constitutes a practical affiliation of the Public High Schools with the Universities, which will save division of energy in many high schools, while it will place each of the Universities in the same relation to the public schools.

166.

TEXT BOOKS.

In performing the duty of selecting and prescribing text books for the Public Schools, the Council of Public Instruction has availed itself as fully as possible of the knowledge and experience of those who are engaged in the practical work of education. The sole aim of recent modifications has been to secure, at a reasonable cost, a series of texts *adapted for use in schools*. Change in authorized books is *in itself* a very undesirable thing.

The prescribing of new books is one of such importance to the country that the most extraordinary care has to be taken to make sure that the ultimate advantages of a change will more than compensate the people for the temporary loss or annoyance always involved in making a change. But change there must be. It is the essential condition of all growth; and we ought under such circumstances to be always prepared for it.

Inspectors and teachers are reminded:

(1) That the course of study for common schools encourages an economical expenditure for the text books by providing a system of oral instruction for junior classes. Too many teachers try to satisfy themselves in respect to their more youthful pupils by placing in their hands text books not needed in any case, and worse than useless when unaccompanied by proper oral exposition. A text book should not be required for a child until he is prepared to use it intelligently.

(2) That the regulation which makes it illegal and improper for a teacher to introduce unauthorized texts, by no means hinders him from giving his pupils the benefit of other treatises to whose explanations he may attach importance. The progressive teacher will always have such aids within reach, and will so use them as to impart variety and interest to his instructions.

LIST OF TEXT BOOKS PRESCRIBED FOR USE IN SCHOOLS.

167.

COMMON SCHOOL GRADES.

Royal Readers, Primer and Nos. 1 to 5. (Thomas Nelson & Sons, Edinburgh and London.) [3 cts., 10 cts., 17 cts., 30 cts., 45 cts., and 60 cts., respectively.] In French sections, French-English Royal Readers, Primer to No. 3. [8 cts., 20 cts., 30 cts., 45 cts., respectively.] *Les Grandes Inventions Modernes*, par Louis Figuier, 50 cents.

Spelling book superseded—*English Edition*. (Sullivan Bros.) 25 cents.

Health Readers Nos. 1 and 2. (T. C. Allen & Co., Halifax.) 20 and 30 cents.

Calkin's Introductory Geography. (A. & W. Mackinlay, Halifax.) 60 cents.

Calkin's History of Canada. (A. & W. Mackinlay, Halifax.) 50 cents.

Brief History of England. (Thomas Nelson & Sons, Edinburgh.) 17 cents.

Lessons in English. (A. & W. Mackinlay, Halifax.) 30 cents. [Grammaire Française Elementaire, for the use of teachers in French sections.] 30 cents.

Common School Arithmetic. (T. C. Allen & Co., Halifax.) 15 cents each part; 40 cents *three parts* bound in one.

Tonic sol-fa: National and Vacation Songs. (Grafton & Sons, Montreal.) 8 cents, or Young Voices (Curwen, London), 5 cents.

Writing: Copy Books—*Vertical*, as in Jackson's New Style, 5 cents each; or *Sloping Royal*, 7 cents each.

Drawing Books: Public School Drawing Course (Canada Pub. Co., Toronto), 5 cents each; or Langdon S. Thompson's, 10 cents each; or home-made books of cheap paper, under direction of teacher for alternative course recommended.

168.

HIGH SCHOOL GRADES.

English Grammar (Mackinlay). 30 cents.

Academic Arithmetic (T. C. Allen & Co.) 40 cents.

Martin's "The Human Body and the effects of Narcotics" (Henry Holt & Co.) \$1.65.

Calkin's Geography of the World (Mackinlay). \$1.25.

Outlines of British History (Thomas Nelson & Sons, Edinburgh). 45 cents.

Hall & Stevens' Euclid. [I., 25 cents, I. to IV., 55 cents, I. to XI., 80 cents.]

Hall & Knight's *Elementary Algebra*. 75 cents.

James's *Agriculture* (Morang, Toronto). 30 cents.

NOTE.—The character of the High School work in its various subjects is further indicated by the books referred to in the High School Course of Study from year to year.

169.

MAPS, CHARTS AND APPARATUS.

The Council has not deemed it necessary to prescribe maps and charts of particular authorship for use in the Public Schools. In such well-known series as those of Phillips, Johnston or Mackinlay, trustees will find an abundance of excellent material from which to select. The special character of Church's Mineral Map will tend to popularize it in many parts of the province, while it fully answers the purposes of a general map.

Prang's Natural History Series of botanical and zoological drawings is accompanied by a manual of directions.

The "Standard Dictionary" (Funk and Wagnalls, New York and London), is recommended.

Trustees are authorized to procure the "School Equipment," described as *necessary* in the Manual of the School Law, from any makers or publishers, satisfactory to themselves and the inspector.

170.

RECOMMENDED FOR THE USE OF TEACHERS.

The Educational Review for the Atlantic Provinces of Canada. Important on account of its references to local and current educational progress, and for urgent or special official notices to teachers between the semi-annual issue of this JOURNAL. Therefore it is also recommended to all Boards of School Trustees. \$1.00 per annum.

Notes on Education, by J. B. Calkin.

School-Day Melodies, by Ada F. Ryan, Parts I. and II. 10 cents each.

Song-Teachers' Guide, by the same, 30 cents. (T. C. Allen & Co.)

How Canada is Governed, by Sir J. G. Bourinot.

History of Canada, by Roberts.

Readings in Canadian History, edited by G. U. Hay, \$1.00.

Elementary English Composition, by Sykes.

Educational Reformers, by Quick (Appleton & Co.)

Education, by Herbert Spencer.

Public School Book-keeping and Business Forms, by J. S. Black (Copp, Clark & Co., Toronto). Authorized for Ontario, 25 cents.

French Grammar and Language on a Topical System, Part I., by Lanos.

New Methods in Education (Art, Real Manual Training, Nature Study), by J. Liberty Tadd; pages, 456, 7½ x 10½ inches. \$3.00.

Art Instruction in Primary Schools. A Manual for Teachers (second year), by Mary Dana Hicks. (The Prang Elementary Course).

High School Botanical Note Book, Parts I and II., for the Provincial Examinations, Ontario, paper, 150 pp., 7 x 10 inches. 50 cents each. (W. J. Gage & Co.)

NATURE LESSONS, ETC.

Britain's "Nature Lessons" (New Brunswick); *Payne's "100 Lessons in Nature Study around my School"* (Kellogg, New York); *Object Lessons for Standard I., II., and III* (England), by Garlick and Dexter (Longmans, Green & Co.).

In the Acadian Land. Nature Studies, by R. R. McLeod. Pages 166, 7 x 5 inches.

Ways of the Woodfolk, by Wm. J. Long. Pages 205, 5½ x 7½ inches.

Ways of the Wilderness, " "

Needlework, Knitting and Cutting Out, by Elizabeth Rosevear (Macmillan & Co.). Pages, 136, 5 x 7 inches.

Handbook of Household Management and Cookery, by Tegetmeier, (Macmillan & Co.). Pages 132, 4 x 6 inches.

Ontario Public School Domestic Science, by J. Woodless (Copp, Clark & Co.) 196 pages, 5 x 7 inches, 50 cents.

Elementary Text Book of Cookery, by Helen N. Bell, 25 cents. (T. C. Allen & Co.)

Public School Agriculture, (Ontario). Pages 250, 4 x 6½ inches.

The Soil, by F. H. King. Pages XV + 303 (Macmillan & Co.).

The Fertility of the Land, by Isaac Phillips Roberts. Pages XVII + 415. (Macmillan & Co.).

The Principles of Fruit Growing, by L. H. Bailey. Pages XI + 508. (Macmillan & Co.).

Milk and its Products, by Henry W. Wing. Pages XIII + 280. (Macmillan & Co.).

School Hygiene, by W. Jenkinson Abel, 53 pages, 5 x 7 inches; (Longman, Greene & Co.) or *Primer of Hygiene*, by Ernest S. Reynolds, 164 pages 4 x 6 inches; (Macmillan & Co.).

ELEMENTARY AIDS TO STUDY OF NATURAL SCIENCE.

The Science Primers. (Macmillan & Co., London.)

Guides for Science Teaching, Nos. I to XV. (D. C. Heath & Co., Boston.)

Illustrated Guide Books to facilitate the study of Natural History; 1, Trees; 2, Ferns; 3, Butterflies; 4, Beetles; 5, Moths; 6, Fresh Water Fish; 7, Frogs and Snakes. Each oblong paper, 6 x 8 inches, 50 cents. (Bradlee Whidden, 18 Arch St., Boston.)

Entomology for Beginners, by Packard, pp. 367, 5 x 7 inches (Henry Holt, New York).

Practical Methods in Microscopy, by Clark, pp. 216, 5 x 7 inches; (D. C. Heath & Co., Boston).

Practical Botany for Beginners, by Bower [Histology of type plants, with microscope and reagents] (Macmillan & Co.) Pages 275; 5 x 7 inches.

171. HAND-BOOKS AND BOOKS OF REFERENCE FOR SCHOOL LIBRARIES.

BOTANY.

Gray's Manual, pp. 760, 8½ x 5½ inches, \$1.80.

Illustrated Flora (of North Eastern America) by Britton & Brown, 3 volumes, each of about 600 pages, 11 x 7½ inches, \$3.00 (Scribner, New York).

ZOOLOGY.

Manual of the Vertebrates, by Jordan, pp. 375, 8 x 5 inches (McClurg, Chicago), \$2.50.

Hand-book of Birds (of North Eastern America), by Chapman, pp. 420, 5 x 7 inches (Appleton, New York), \$3.00.

Key to North American Birds, by Coues, pages 90c+, 10 x 7 inches, \$7.50 (Estes & Lauriat, Boston).

Manual for the study of Insects, by Comstock, pages 700, 9½ x 6 inches, \$3.75. (Comstock Pub. Co., Ithaca, New York.)

172. In the Revised Statutes of 1900, Chapter 52, Section 77 (e), authority is given for the raising of funds for books for the school library by assessment. Until the Council has prepared and published a list of books for such libraries, trustees purchasing such books with school funds, should first send a list of the proposed books, their publishers, sizes and prices, to the Secretary of the Council for its approval.

173. In some schools among those fully graded, the prescribed Readers may be thoroughly mastered before the other portions of the course; so that additional reading might profitably be undertaken by the pupils. Such readings are known as "supplementary," and may be authorized by the Council for any section making application; but only on the conditions: (a) that the prescribed Readers have first been thoroughly mastered, and (b) that the "supplementary" Readers authorized be the property of the school section, so that no parent or pupil shall be required to purchase any such Reader.

THE PROVINCIAL NORMAL SCHOOL.

174. *Functions.*—The function of the Normal School is the training of students for the profession of teaching. This object being constantly kept in view, the character of the work in such an institution differs essentially from that of the high school, as well as from that of the university. In the high school and the academy, the mind and character of the pupil are subjected to influences and moulded by processes which it is unnecessary and often undesirable that the teacher should reveal. Knowledge is acquired in an elementary and non-reflective way, for the mental effort necessary to its acquirement forbids all attempt to discover the processes of assimilation;

while, at the same time, the higher studies are not pursued far enough to disclose their value as interpreters of the more rudimentary branches.

In the university, on the other hand, departments of knowledge are entered and explored after the rigorously scientific method which the adult mind has come to recognize as the only one suited to its stage of mental development. The discursive method of the school resolves itself into the rigid and logical method of the maturer faculties.

But child mind is a different thing from adult mind; and the laws of learning in the young are far from identical with those according to which a relatively perfect system of completed knowledge is unfolded to those of riper years. It is the inherent function of the Normal School, therefore, to reveal the elementary processes of learning. As the child's interpreting power enlarges with each new experience, so the materials of new knowledge must continually be readjusted by the teacher in accordance with the child's increasing power of assimilation. Accordingly, the Normal School, in imparting knowledge, follows methods which are intended to bring into view the psychological conditions under which it may be reimpacted to the best advantage.

Academy and college, moreover, are institutions not intended to equip young people for the practice of a profession,—certainly, not for the profession of teaching, but rather to fit them for entering upon the study of a calling. Consequently, the discussion of duties of a teacher, of his responsibilities, his relations to state, church, and the social organization, forms little or no part of the curriculum of these institutions. This is distinctly the function of the Normal School, whose attention is fixed not solely upon knowledge, courses of study, and methods, but mainly on the training of teachers who will be competent to form the characters of our youth and fit them for the struggle of life. The practical bearing of the subjects of the course of study will be insisted on, especially the application of school and book knowledge to the agricultural, and other industries of our country, and to the affairs of everyday life. It will be the endeavour of the Normal School, moreover, to impress upon young teachers the importance of continuing their professional study after graduation, of pursuing investigations in the psychology of the child, of carrying on constantly a course of general reading designed to keep them in touch with the progress of the age, and of living the life of an active, public-spirited, self-respecting citizen, rather than that of a learned recluse.

175. Facilities.—In addition to receiving specific instruction in psychology and pedagogical theory, the students in the Provincial Normal School are given opportunity to put into practice principles acquired. To this end the common schools of the town of Truro have been thrown open to the Normal School students, where the latter will have excellent facilities for observing the actual working of the different grades of the public schools and for obtaining a measure of experience in teaching. This arrangement, it is believed, will give the pupil-teachers a real acquaintance with school practice, as well with the solution of problems of discipline, as with imparting instruction in the subjects of the curriculum. Parallel with the essentially *normal* training, a course of study will be pursued in the branches of the Nova Scotia curriculum, with the aim of rounding out the scholarship of the students. Some advanced work will be required, especially in the critical study of literature, and in laboratory and field work in the physical and natural sciences. Special attention will be paid to the following subjects:—

- (a) Psychology, Principles of Pedagogy, Ethics, Civics, History of Education.
- (b) Drawing, Vocal Music.
- (c) Calisthenics, Military Drill.
- (d) Agriculture, Natural and Physical Science.
- (e) Manual Training and Domestic Science.

Lessons in the various grades of the common schools prepared under the direction of the faculties of the Normal School and the public schools of the town of Truro, will be given by students under the supervision of the teachers of the Normal School. Written compositions and lesson schemes

will be required, applying the principles of method to the subjects of the course of study in the schools of Nova Scotia. Students will also be required to conduct specimen lessons before fellow-students, subject to the criticism of the latter as well as of the Faculty.

For these purposes the Provincial Normal School has been enlarged by the union of the following educational institutions with it.

- (1.) The Public Schools of Truro—for practical training in Teaching.
- (2.) The Truro Kindergarten.
- (3.) The Provincial School of Agriculture with its main lecture-rooms and laboratories in the Normal School Science Building, and its other demonstration grounds on the Provincial Experimental Farm.
- (4.) The Macdonald Manual Training School.
- (5.) The Truro Domestic Science School.

ABSTRACT OF COURSE OF STUDY.

176. Educational principles.—The object of education, the formation and development of physical, intellectual and moral power. The work of the teacher not to make scholars, not merely to instruct, but to influence and mould character as well as intellect; to work by example as well as by precept, having ever in view the aim of fitting youth to play its part well in the life of the nation and of the race.

Psychology, its aim, its relation to pedagogy and to morals. A general investigation of the faculties. Feeling, knowing, willing. Application of the principles of psychology to physical, intellectual and moral education.

The moral conscience; freedom and responsibility; obligation; duty; the identity of virtue and happiness; the individual, social and higher sanctions of morality. Domestic, social, civic and religious duty.

General principles of pedagogy; their application to the course of study. School organization; employment of time; preparation of lessons; correlation of studies; conduct of classes; exercises and compositions; management of classes in a miscellaneous school, etc.

Discipline; rewards and punishments; the relation of teacher to pupil and to parent, etc.

School authorities; school laws and regulations.

The principal educational reformers and their teachings; examination of some of the most important modern educational treatises.

177. Drawing.—The aims of the course in drawing are, first, to enable the students to execute neatly such drawings as may be demanded in the teaching of geometric forms, geography, and object lessons in the public schools, and to impart intelligent instruction in drawing of this character; secondly, to interpret and to construct such working plans and drawings as are in common use in the arts and trades; thirdly, to instil and develop in the students power of observation and appreciation of form, colour, and combination in nature and in art.

178. Music and Vocal Culture.—Music as a necessity to human nature, as an art, and as a desirable accomplishment. Elementary notions of the history of music and of the principal musicians and their works.

The Tonic-Sol-Fa system of sight-singing and its application to the needs of public schools. Transposition from the Tonic-Sol-Fa to the staff notation. Exercises on the major and minor scales. Easy exercises in dictation; execution of simple melodies; execution of part choruses.

The cultivation of a distinct enunciation in reading and speaking, of a clear and natural expression, and of the power of interpreting literature by vocal reproduction (Text-book,--*Evolution of Expression*, Vol. I).

179. Hygiene, Calisthenics, Military Drill.—Special attention will be given to hygiene in the lectures on physiology and other sciences and in the calisthenics classes.

Graduates of the Normal School will be expected to be competent to make a more or less scientific examination of the eyesight and hearing of their pupils, to detect the presence of disease among them, and to exercise an intelligent vigilance in guarding the physical well-being of pupils committed to their charge.

For military drill the male students are organized as a cadet corps under the Militia Department of Canada, are provided with army rifles, and are instructed in range shooting as well as in military exercises. This instruction is given by a competent drill master from the Military School at Fredericton.

180. *Natural and Physical Sciences.*—In the various departments of science-study the character of the work is essentially practical and experimental, and the masters will, wherever possible, choose their experiments from within the domain of every-day life. Great importance is attached to the application of scientific knowledge to hygiene, domestic economy, agriculture and the arts and industries of Canada.

Although text-books are used as general guides to study, the laboratory method of experimentation and original work by the student is demanded. Accuracy in observation, skill in manipulation, and general neatness are aimed at. Careful and complete notes of all work done are required. In mineralogy, for example, each student studies a set of typical specimens of native minerals and applies the more simple tests for their various properties. The results of experiment and observation are tabulated; deductions are made therefrom; additional information as to formation, occurrence, etc., is obtained from supplementary reading; and the whole is recorded in note-books, which thus form elementary text-books.

In all work special attention is paid to the pedagogics of the sciences. The student is guided along the course which he is expected to pursue as a teacher, and in his specimen lessons he is trained in the practical application of the principles of science teaching.

Courses in agriculture and the sciences most closely related to it, chemistry, botany, biology, geology, entomology, etc., will be so arranged that each pupil will be enabled to review or continue the science he may have previously studied, and to make an excursion into one or more of the sciences of the next higher grades. Field and laboratory work will be accompanied by reviews, recitations and essays.

181. *Mathematics.*—The subjects of the various classes will be reviewed, special attention being given to the rationale of processes. The correlation of the different mathematical studies, and the division of subject into topics and sub-topics will be insisted upon. Regard will be had always to the practical utility of mathematics for the solution of problems arising out of the affairs of every-day life, and, wherever possible, object teaching in mathematics will be illustrated. In connection with mathematical teaching, stress will be laid upon the training of the senses to estimate magnitudes of greater and smaller dimensions, heights, distances, volumes, weights, etc.

A short course in mathematical drawing, including orthographic projection, will be given. (Text-book of Linus Faunce, seventh edition).

182. *English Language.*—A course in grammar and composition; notions of literary style; interpretation of selected passages of literature; methods of teaching reading to children; history of English literature. Private reading will be specified by the master, or chosen with his approval.

183. *Geography and History.*—Physical geography; hydrography; mountain systems; meteorology. Marine and atmospheric currents. Geography from point of view of physical features, of administration, of industrial, social, and commercial development. Correlation of historical and geographical studies. Method of teaching geography to children.

184. *Modern Languages.*—Courses in written and spoken French and German will be given to those who are familiar with the accidence of those languages.

185. *Mechanic Science.*—The subject of Manual Training in Drawing and Woodwork is obligatory for all male students, but optional for female students who take the Domestic Science course. The course consists of a weekly lesson of about 2½ hours' duration in practical drawing and woodwork directly connected with it; students being led to see the application of much of their previous theoretical work in mathematics. Mechanical drawing by means of instruments is the chief form of expression employed and consists of

- (a) Orthographic or right-lined projection of solids, as in plans, elevations, sections, etc., of working drawings.
- (b) Isometric projection and its application to practical work.
- (c) Drawing to scale.
- (d) The dimensioning and finishing of working drawings.
- (e) The use of the metric system of measurements.

The benchwork consists of a carefully graded series of exercises designed as far as possible in the order of difficulty of the tool manipulations involved in them. Sawing, chiselling and planing, are followed by the construction of small articles illustrating various principles of drawing and practical work. The making of small pieces of apparatus for experimental work is encouraged, and various useful models for drawing are made. The growth and structure of cone-bearing and broad-leaved trees is illustrated by numerous specimens and lessons; a practical acquaintance with many of the commoner woods of commerce is also formed. The methods of felling, converting and seasoning lumber are dealt with; the faults and defects commonly met with in it; the methods of preservation and finishing and various other useful points are taken up and discussed.

186. Domestic Science.—This department was established in the autumn of 1900, since which time its branches of study has been compulsory for all female students of the Normal School.

In the framing and carrying out of the course, regard is had to both educative and informative processes; so that, while eminently practical in its methods, dealing in a concrete way with the most familiar and important of household operations, the work of the pupil nevertheless lacks none of the essential qualities of experimental science. Indeed, the course of study in the domestic arts is really an application of modern science to the affairs of the household; and its chief aim is to equip teachers with the means of inspiring pupils with an intelligent interest in all that pertains to the health and well-being of the home.

Among the subjects of study will be that of the principal food products, such as water, mineral salts, sugars, starches, proteids, animal and vegetable fats, special attention being given to their chemical composition and nutritive values, and the chemical changes which they undergo in the process of cooking. There will be a systematic study of the various food materials in every-day use, and also practical demonstrations of the best and most economical methods of cooking them. The Truro School of Domestic Science, which has been affiliated to the Provincial Normal School, has an excellently equipped kitchen provided with tables and cooking utensils for individual work, and here all pupils will be required to conduct, under the direction of a teacher, the culinary operations prescribed in the course.

Attention will be paid also to hygiene, household sanitation, the care of textile fabrics, the detection of adulteration in food stuffs and of impurities in water, and to as many as possible of the thousand duties which come within the sphere of the intelligent housewife.

187. Kindergarten. A well-equipped Kindergarten, under the management of the School Board of Truro, is provided with accommodation in the Normal School building, and has such general affiliation with the latter institution that Normal School students have opportunity of observing the application of the principles and methods of Froebel's system of child-training.

Students in training as kindergartners are admitted to the classes in psychology and history of education in the Normal School.

188. The Library. The library contains about 1,500 volumes, selected chiefly for their value as aids to students and teachers in the special work of the institution. It comprises a selection of general literature and of pedagogical works, the latter containing the most important treatises in the English language, as well as the files of several educational journals.

189. The annual session of the Normal School will begin on the first Wednesday in October, and close on the last Thursday in June.

190. Applicants for admission should give notice to the Principal at least one month before the beginning of the term, accompanying their application with a certificate of age and character, and with a statement of their scholarship qualifications, as indicated by the grade of Provincial High School certificate held.

191. The age for admission may be one year less than that required for the license corresponding in rank to the diploma sought.

192. Four diplomas are issued by the Normal School,—

Diploma of Academic Rank,

"	"	First	"
"	"	Second	"
"	"	Third	"

Pupils of the school will be classified according to the diploma sought, into four divisions, A, B, C, and D, the grade of High School certificate presented determining the division to which the pupil will be assigned.

193. But as a "High School pass" certificate may be taken by a student with little or no knowledge of some of the subjects "imperative" for teachers (for the certificate is awarded on an average of 50 per cent. on *any* eight papers of a grade, provided none of the eight is below 25 per cent.), candidates must pass an examination on each imperative subject of the High School Course up to and including the Grade corresponding to the division to be entered, on which at least 40 per cent. had not been made at a Provincial examination. A candidate who is not able to pass in all of such subjects may be admitted provisionally on the report of the faculty that such candidate is likely, before the termination of the course, to attain the necessary proficiency specified in regulation 101 preceding.

194. Students whose homes are not less than ten miles from Truro, are allowed travelling expenses at the rate of five cents per mile, coming and going.

195. Tuition is free to all who declare their intention to teach within the province of Nova Scotia.

196. The regular term for those seeking a diploma of Academic rank is as follows:

(a) For those holding a High School certificate of grade A and a college degree, from the opening of the session in October, to the last Thursday in February.

(b) For those holding a grade A certificate, without a college degree, from the opening of the session in October, to the close in June.

(c) For those holding a grade A certificate, and a Normal School diploma of Second rank, from the

opening of the school, after Christmas holidays, to the close of the session.

- (d) For those holding a grade A certificate and a Normal School diploma of the First rank, from the first Wednesday of March to the close of the session in June; but, in the discretion of the Faculty an academic diploma may be awarded such candidates without further attendance, on satisfactory evidence of proficiency and successful teaching as a first class teacher certified to by an inspector, the evidence to be presented for consideration by the Faculty at least two weeks before the close of the annual session. Successful work at a Teachers' Institute, a Summer School, a School of Agriculture, a College, etc., after first rank graduation, will enhance the standing of the candidate.

197. The term for diploma of the First rank begins at the opening of the session in October, and closes at the end of the session in June; but candidates who already hold a Normal School diploma of the Second rank may be admitted on the first Wednesday in March.

198. The term for diploma of the Second rank begins on the first Wednesday in February, and closes at the end of the session in June.

199. The term of diploma of the Third rank begins at the opening of the session in October, and ends on the last Thursday in January.

200. Diplomas of Academic, First, Second and Third ranks will be awarded to the students of the different classes respectively, on the completion, to the satisfaction of the Faculty, of the prescribed course.

201. The Faculty may, at its discretion, refuse the diploma to a candidate whose qualifications are not wholly satisfactory; it may award a diploma of a rank lower than that applied for by the candidate; or it may award an *interim* diploma of lower rank than that sought, and the holder of such *interim* diploma may, after one year's successful teaching, duly and fully certified by an inspector of schools, be awarded a diploma of the higher rank, application for which, accompanied by the necessary evidence, being made not later than two weeks before the close of the annual session of the Normal School in June.

In general, candidates who have taken the prescribed course for any rank, but through lack of skill in teaching have been awarded a diploma of lower rank, may, after three years of successful teaching, duly certified by an inspector of schools, be advanced to the rank of the course pursued.

202. Diplomas will not be granted after attendance for any period of time to persons who are not qualified under regulation 101 preceding, or who are unable to speak or write with accuracy, clearness and facility.

Persistent use of ungrammatical forms of speech, rudeness of manner, conspicuous awkwardness and timidity, or an unsympathetic manner towards children, will each constitute a sufficient reason for withholding the diploma.

203. Students shall lodge and board at such houses as are approved of by the Principal, and ladies and gentlemen shall not be permitted to lodge in the same house. Before a student shall be permitted to take lodging at a house, the Principal shall assure himself, by personal inspection or otherwise, as to the fitness of the accommodation to give physical comfort, to allow undisturbed study, and to contribute to the moral welfare of the student; and he shall, from time to time throughout the session, visit the students' residences, maintaining such oversight as may be necessary to give him reasonable assurance that good order and decorum are observed.

204. Students who absent themselves from any class without permission or satisfactory explanation may thereby forfeit their diplomas.

205. Students of the Junior class (D) are required to pay a library fee of fifty cents; students of the higher classes, one dollar.

Students taking laboratory work will be required to deposit with the Principal at the commencement of the term a small sum of money to cover breakage of apparatus and cost of chemicals. Any balance of deposit will be returned at the close of the term.

206. COURSE FOR TEACHER'S KINDERGARTEN DIPLOMA.

[In the Truro Kindergarten.]

A limited number of female students of the "A" and "B" classes possessing natural aptitudes for kindergarten work will be permitted to devote themselves to this department, under the direction of the Faculty of the Normal School. To such as complete with credit the prescribed course, a special diploma—that of Kindergartener—will be issued.

207. COURSE FOR TEACHER'S MECHANIC SCIENCE DIPLOMA.

[In the Macdonald Manual Training School for Nova Scotia.]

- (a) With a view to meeting the demand for properly qualified teachers of Manual Training (in Mechanic Science), a special training course for teachers who may wish to qualify for it, has been arranged. It will provide thorough training in the principles

and practice of educational woodwork, and the attention of teachers and trustees is called to the desirability of taking advantage of it. The school is equipped in the best possible manner, with every appliance for the complete study and practice of the subject, and a complete library bearing on it is available for the use of students. There are no fees for tuition, but each student will be required to attend regularly, to give his whole time to the subject and to sit for examination at the end of each term of the course. In awarding the certificates the quality of the work done during the course will be a large factor in determining the standing of the candidates.

- (b) The course will be divided into two parts, elementary and advanced, of three months each. Students may enter either in September or January, and may take the elementary only, or both; but no student is eligible for an advanced course, unless he has previously completed the elementary course. Students will be required to complete the exercises and models of the course they are taking and to pass an examination at the end. No student will be admitted to this course under the age of 18.

Students are received on probation. The director may advise those showing little aptitude for the work, to discontinue the course at the end of the first month.

- (c) The work for each course will consist of (1) Drawing; (2) Bench Work; (3) Theory; (4) Observation and Practice.

(1) *Drawing*.—Freehand and Mechanical Drawing—Orthographic or right-lined projection—Descriptive and practical geometry—Scale drawing—the use of metric system of measurement—Isometric projection and “conventional” drawing.

(2) *Bench Work*.—The making of exercises and models from working drawings prepared by the student, involving the use of various woods and all the principal wood-working tools; glue, nails, screws, etc. The care and preparation of edge and other tools.

(3) *Theory*.—The history and practice of educational woodwork—the various systems—the growth and structure of coniferous and broad-leaved trees—the felling, seasoning and conversion of timber—its faults and defects. School management—the arrangement of lessons—sequence of tool operations—nature and properties of various materials used. Construction and principles of various tools—the planning and arrangement of manual training rooms—demonstrations and object lessons.

(4) *Observation and Practice*.—The Macdonald Town School will be open to the students for some hours each week to afford opportunities for observation, and practice in actual teaching.

The examinations will consist of a paper examination in

drawing, a written examination in theory, and a practical test. Students will also be required to identify various woods, and name them, before the examiners.

In the advanced stage more difficult drawing, more complex bench work and higher theory will be taken. Additional practice will be given in teaching and class management, and the student may be required to give a lesson in the examiners' presence.

The models of each course will become the property of the student, provided that the course be completed, and may be taken away at the end.

(5) During the course students are required to attend the lectures on Psychology, the History of Education, &c., as determined by the Principal of the Provincial Normal School.

208. COURSE FOR TEACHER'S DOMESTIC SCIENCE DIPLOMA.

[*In the Truro School of Domestic Science.*]

(a) This course has been established by the Board of School Commissioners for the town of Truro, under the direction and by the authority of the Council of Public Instruction, for the purpose of furnishing a thorough training for those who wish to become teachers of Domestic Science. The School is affiliated with the Provincial Normal School, and the certificates of the School, granted on the report of a Special Board of Examiners will be recognized as qualifying *pro tanto* the holder to teach the subject in the public schools of the province earning the special grants for Domestic Science, provided the candidate has a Class B License or a Teachers' Pass on the Provincial High School Course of Grade XI and is qualified under regulation 209 following.

(b) Candidates for this course must be at least 18 years of age. The course of study extends over one year, and includes the following:—

FOOD AND COOKERY: *Demonstration and Practice* (3 to 4 hours daily).—Composition and nutritive value of foods; fundamental principles and processes of cookery; productions of food materials, such as dairy products, cereals, &c.; manipulations of foods, such as flour, spices, &c.; food adulterations; preservation of foods; cookery for invalids and children; table laying, planning, cooking and serving of meals, &c.

HOUSEHOLD CHEMISTRY AND BACTERIOLOGY: (Three hours a week).—This course will include the study of the principal food products, such as sugars, starches, fats, proteids, salts, special attention being given to the changes which these bodies undergo in cooking and the tests applied to them; fermentation, putrefaction, and their prevention by chemical means, sterilization, testing of milk, butter cheese, water, &c.; corrosive action of food constituents, acids, &c., on utensils; chemistry of fuels and illuminants; lectures and laboratory work illustrating the nature of bacteria,

methods of isolation and recognition of species and the part which they play in nature; bacteria of air, water, ice, milk and foods generally; methods of sterilization and disinfection; relation of bacteria to disease.

PHYSIOLOGY, FIRST AIDS AND HOME NURSING: *Lectures and Demonstration* (12 lectures).—Anatomical and physiological outline, care of the body, bandages and bandaging, cases of emergencies and their immediate treatment, some of the common forms of poisoning and their antidotes, general care of the sick.

HYGIENE AND HOME SANITATION: (Eighteen lectures).—General principles of hygiene, dietetics, prevention of the spread of contagious diseases, quarantine, &c., water supply, disposal of waste, heating, lighting, ventilation, healthful furnishings, &c.

LAUNDRY, TEXTILES, NEEDLE-WORK:—(Ten lectures).—Water, soap, blueing, starch, irons, &c., removal of stains, care and laundrying of the table and wearing linen, white and coloured prints, muslins, laces, woollens, nature of textiles, needle-work.

HOUSEHOLD ECONOMICS, INCLUDING MARKETING AND ACCOUNTS: (Five lectures).—Care of silver, glass, China, care of furniture, methods of housekeeping, cost of living, buying of foods, keeping of accounts, domestic service, &c.

Students in training will be required to spend part of their time in observing methods of teaching, and in actual practice as assistants in the Domestic Science Department of the Truro Public Schools.

The school is open free of cost to all who hold a First Class License or a Teachers' Pass on the Provincial High School Course of Grade XI. Others will be admitted by special arrangement.

The cost of materials in this department will be borne by the students in training. An account will be kept and a statement rendered monthly. The cost per student should not exceed two dollars per month. The materials cooked will be the property of the students.

209. THE LICENSING OF TEACHERS OF MANUAL TRAINING SCHOOLS (a) IN MECHANIC SCIENCE AND (b) IN DOMESTIC SCIENCE.

Licenses for teaching Manual Training Schools referred to in regulation 73, etc.—in Mechanic Science and Domestic Science—will be awarded by the Council of Public Instruction only after the consideration of the qualifications of the candidates (individually) as reported on and recommended by the Principal of the Provincial Normal School, who shall present for such consideration the diplomas, certificates or other vouchers of each candidate, demonstrating the proficiency of each in the subjects of the respective courses outlined in the preceding *syllabi* for diplomas, and indicating the general fitness of each to take intelligent and successful charge of such schools.

210. COURSE FOR TEACHER'S AGRICULTURAL DIPLOMA.

[In the Provincial School of Agriculture.]

This course necessary for the teachers of Agriculture in the schools referred to in Regulation 36 preceding, shall be outlined from year to year in the *Journal of Education*, the *Calendar*, or Annual Announcements of the Provincial School of Agriculture.

SCHEDULE A.

Specifications of Plans for School Houses Nos. 1, 2 and 3, and Outhouse.

Excavation.—Make all the necessary excavations for foundation walls, piers, etc., as shewn on drawings. All surplus earth and rubbish to be levelled off round the building as may be directed.

Masonry.—Build all walls and piers, as shown on plans, with good quality stone laid in best lime mortar; all well bonded and carried up with a fair and even face, on both sides, to the height shewn on drawings.

Chimney to be built of good, hard-burned brick, laid in best cement mortar, and rough-plastered on the outside. Build in chimney as directed, a cast iron soot door and frame and a 6" thimble with cover.

Plastering.—The outside walls of school-rooms to be lathed on cleats between the studs, and rendered (or counter-plastered) with a stout coat of mortar. After this, all walls and ceilings are to be lathed and plastered with best two-coat work, hard finished, white, except the black-board surfaces on three sides of the room, which are to be finished with a black surface. Plaster, with one coat, behind all sheathing.

Framing.—Sills to be 4" x 8"; joists, 18" on centres, 2" x 9", and to be well bridged; rafters 2" x 8", 24" on centres; studs 2" x 5", 16" on centres. Sills to be bedded in mortar.

All butts, joints, etc., throughout the external woodwork to be well painted with thick white-lead before being put together.

Boarding and Shingling.—Board in the external walls and sloping roofs with 1" dry stock, lay on a thickness of dry paper, and shingle with good quality shingles, laid on in 4½" courses. If cedar shingles are used they must be put on with galvanized nails.

Windows.—Make the window frames with 2" pine sills, 1½" pulley stiles, 1" x 5" casings with back mouldings, and 1½" moulded sashes. All sashes to be hung with 2" axle pulleys, silver lake sash cord and iron weights, and fitted with fasts and lifts. All the top sashes to have sloping draught-boards attached to the heads. Put zinc caps over heads of all window and door frames.

Floors.—Under floor to be of 1" dry hemlock and top floor of 1" narrow, mill-planed spruce, not to exceed 6" in width. Put stout paper between these floors and turn up 1" on walls.

Inside Finish.—Put plain 1" x 5" casings to all doors and windows.

The walls of all rooms to be sheathed vertically to the height of window-sill, with narrow, dry, matched and beaded spruce, or other approved wood. Finish with 8" base, and neat cap, which will form chalk tray where it comes under blackboard.

Ventilation.—An opening is to be made in ceiling of each room, as shewn on plans, and fitted with register, having a cord carried above ceiling joists and down the wall to platform, so that the teacher may regulate the temperature of the room. A galvanized iron duct or chute is to be provided for supplying fresh air to each stove, connecting with the outer air through the foundation wall, and carried up through the floor, directly under the bottom of the stove. This chute to be fitted with a damper, having a rod coming through the floor close to the baseboard, to regulate the supply of fresh air.

Each stove is to be fitted with a sheet iron or galvanized iron jacket, leaving a space of 6" on all sides between it and the stove, except at the door and draught, where it is to be turned in close against the stove, all round. The jacket is to fit tight to the floor, and to be open at the top.

Painting.—The whole exterior of building to be painted with two (or three) coats best white-lead paint. The internal woodwork to be stained or painted, as desired.

Glaze all sashes with 16 oz. glass.

COMMENTS ON THE PLANS, ETC.

1. Nos. 1 and 2 show single seats and desks. When *double seats and desks* are used the room may be a few feet narrower, for it is better to have the pupils seated in the form of a rectangle deeper than its breadth facing the teacher. Were it broader than its depth the pupils would not so readily fall under the eye of the teacher. (See Reg. 46, page 72.)

2. For No. 3, when *double desks and seats* are used the room should be made a little wider so as to accommodate three rows of double desks as specified in Regulation 49, page 75.

3. The heating may be better done by means of a good furnace, for good cheap jacketed stoves with the proper air connections do not appear to be on the market. The heating capacity of stove or furnace must be very much more ample than would serve for rooms containing only a few people. It should be sufficient to heat the air of the room every 10 or 15 minutes. (See Reg. 48, page 74.)

4. The *fuel shed* is not placed at the end of the school room as it would cut off some of the light which should fall from the rear of the room. On the side it gives the advantage of making a dark wall on the right of the pupils on which the most of the blackboard should be, to be illuminated by the abundant light from the left side of the room. (See Reg. 47, page 73).

5. Other *classrooms* can with the least expense be carried along the same side, thus aiding the proper lighting of the school room and preserving the good exterior appearance of the building.

6. When a classroom is made, it will serve very well, for the *library* which in its simplest form must have shelves and a door with lock and key. (See Reg. 51, page 76 to 78).

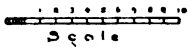
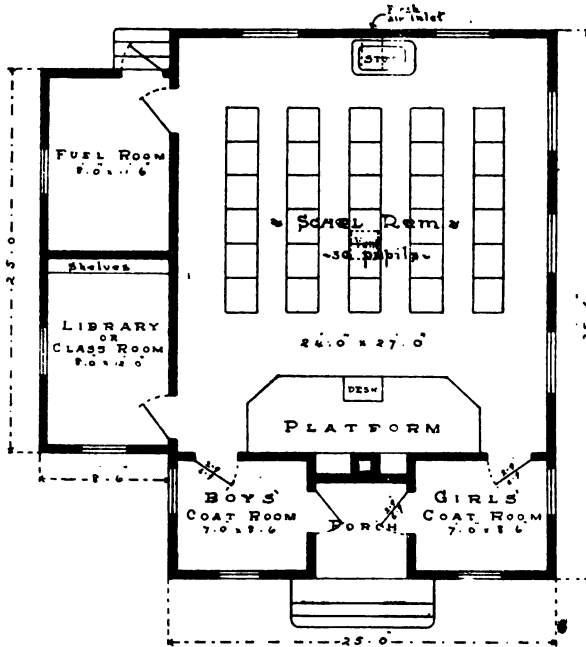
7. A division is also set off as a *Manual Training Workroom*. Some would prefer folding doors between this room and the other classroom or library, so that the whole might be thrown together into a large classroom which in some schools might be desirable. Others object to this for the double reason that the doors would take the best place for the shelves of the library, and that shavings and sawdust would be brought into the classroom. They would prefer the opening into the workroom to be from the fuel room. This is a matter on which trustees follow their own views. (See Reg. 52 and 53, pages 78 and 79)

8. The use of the *work bench* in a rural school is expected to be as follows: There are always many children who cannot go home for their dinners at noon. They must necessarily remain about the school room. While many of these would prefer amusement in other ways, there would always be some who would prefer trying their hand at tool work. The teacher (a graduate of the Normal School) could start one of the most responsible boys at this work, and he could soon trust him to take charge of the room with perhaps one or two other boys at a time during the noon hour. Five sets of two boys could thus be accommo-

dated for one day each week, the teacher utilizing the services of the most responsible boy to take charge of the room in his absence. This charge of the work room would be a high compliment and stimulation to further exertion and good behavior in the case of each boy so honored. With a little preliminary direction for a few minutes every day, the teacher could thus in most school sections set a boy to improve himself and others in manual work which might be used to a considerable extent in supplying the school with home-made apparatus. It might save a pupil from the *ennui* of an hour in which he could not otherwise profitably amuse himself. It may save him from mischief and from being a torment to the school and the teacher; for it often happens that the boy with no literary tastes may be a most deft genius as a workman or an artist, and this side of his school life may help to put him in harmony with the other side. The list of tools given in Regulation 53, page 79, is the full set. A home-made bench and a portion of the tools—the most useful—would be a very satisfactory equipment for most schools. It is believed that under a good teacher, such a room would soon pay the cost of it to the trustees, in the repairs which the boys could effect while amusing and training themselves.

9. The books in the *school library* could be used very effectively as supplementary readers. A pupil doing advanced work in a common school could repay the extra attention which the teacher might be giving him by taking a class into the class-room, and selecting an interesting and classical story, a paragraph of which might be read in succession by each pupil in the class from the one book, those without the book following the reader intently to get the whole story. This same exercise could be turned into a good exercise in English composition by requiring each pupil to write his own account of the story as he understood it. Such exercises taken regularly would soon give a fluency of expression in writing to pupils who otherwise might acquire it only after many years.

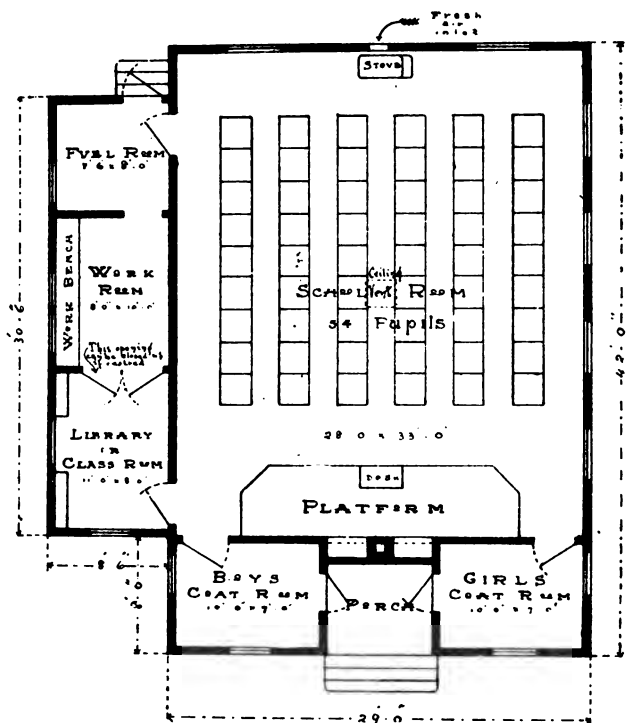
RURAL SCHOOL HOUSE No. 1.



~ Herbert E. Gates, ~
 ~ FLOOR PLAN ~ ~ Architect ~
 ~ 58 Bedford Row ~
 ~ Halifax, N.S. ~

(With double desks the room
 may be narrower - see
Manual, pages 72 to 76.)

RURAL SCHOOL HOUSE, No. 2.



Herbert E. Gates, -

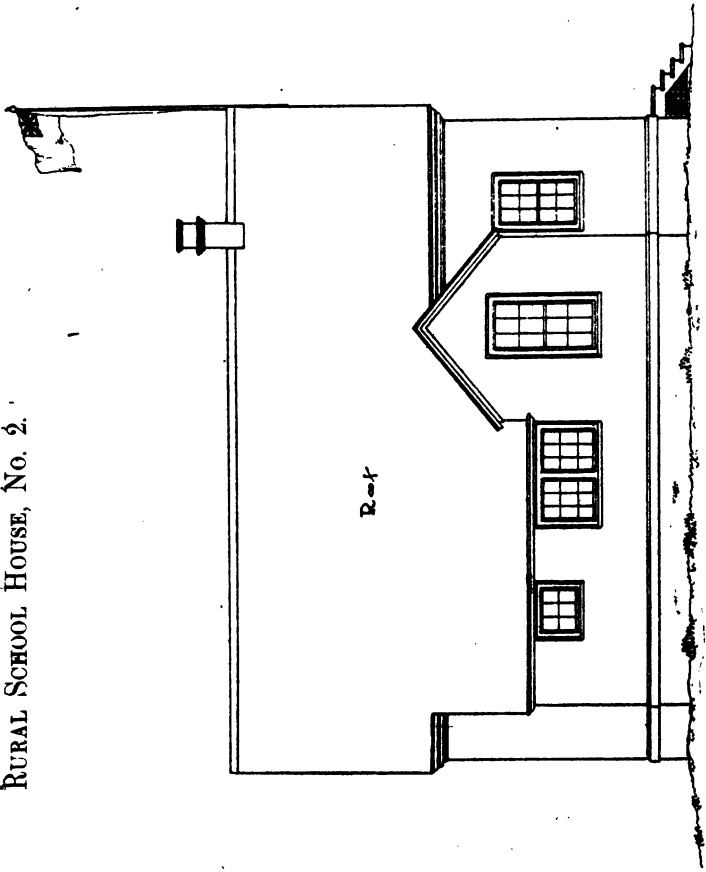
- FLOOR PLAN - ARCHITECT -

- 33 Bedford Row -

- Halifax N.S. -

(With double desks the room -
may be at least 3 ft. narrower.)

RURAL SCHOOL HOUSE, No. 2.

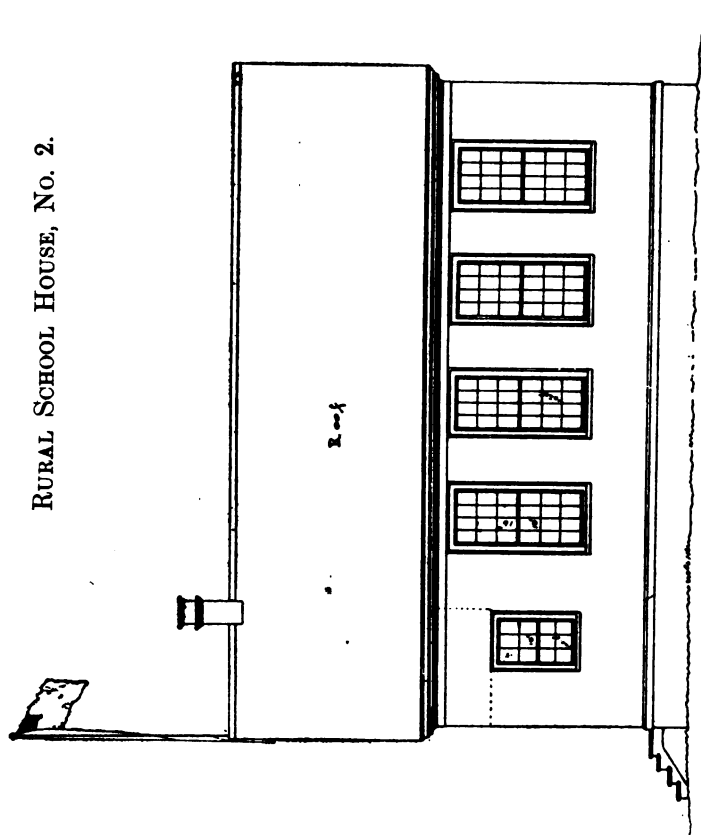


SIDE ELEVATION

Herbert E. Gates
ARCHITECT
100 Bedford Row
Boston, N.S.

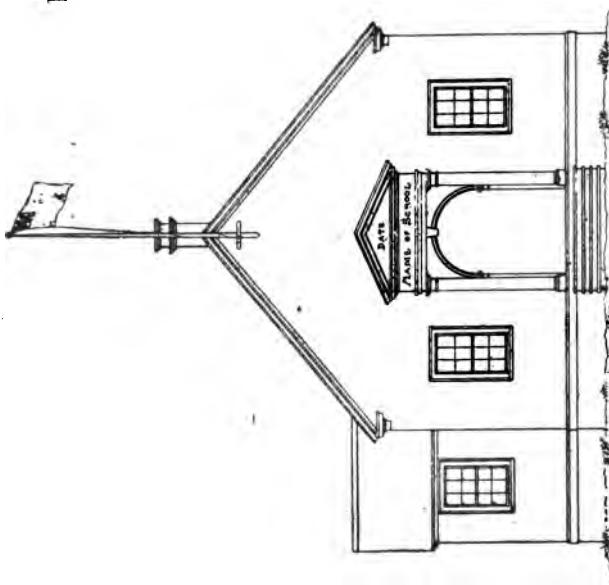
Scale

RURAL SCHOOL HOUSE, No. 2.

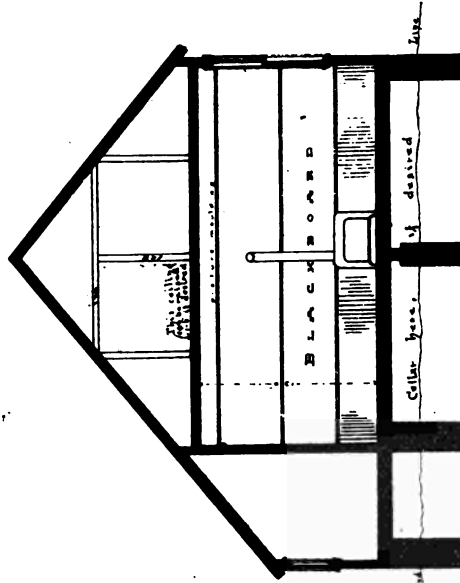


"SIDE ELEVATION."
 "Herbert E. Gates"
 "ARCHITECT."
 "Bedford Row."
 "Halifax N.S."

RURAL SCHOOL HOUSE, No. 2

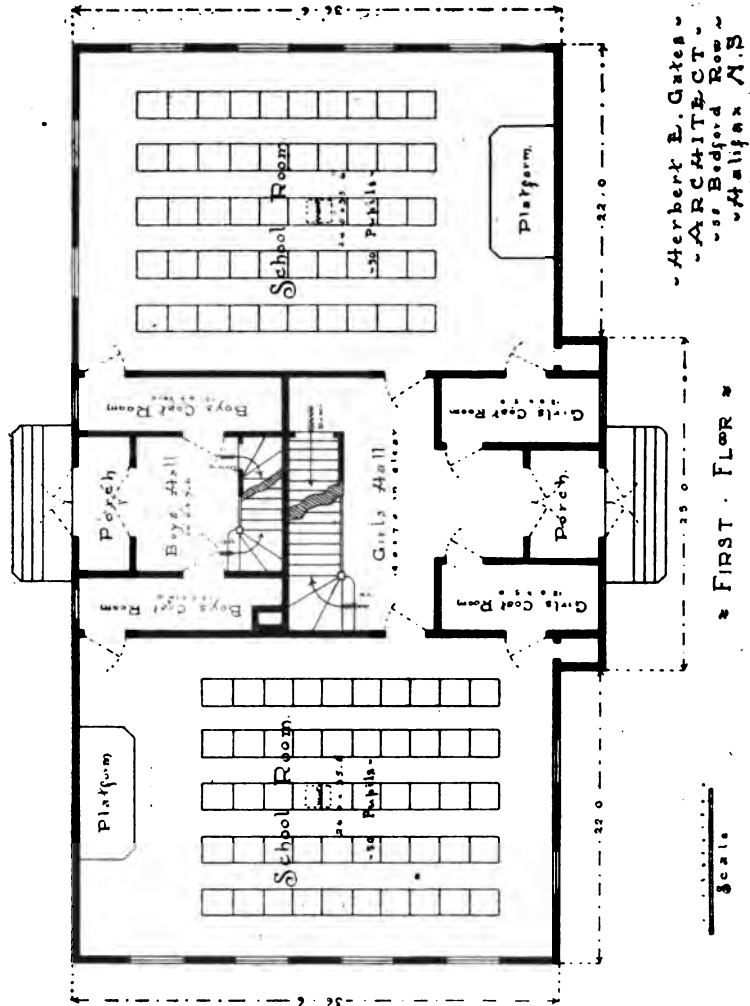


~ FRONT ELEVATION ~

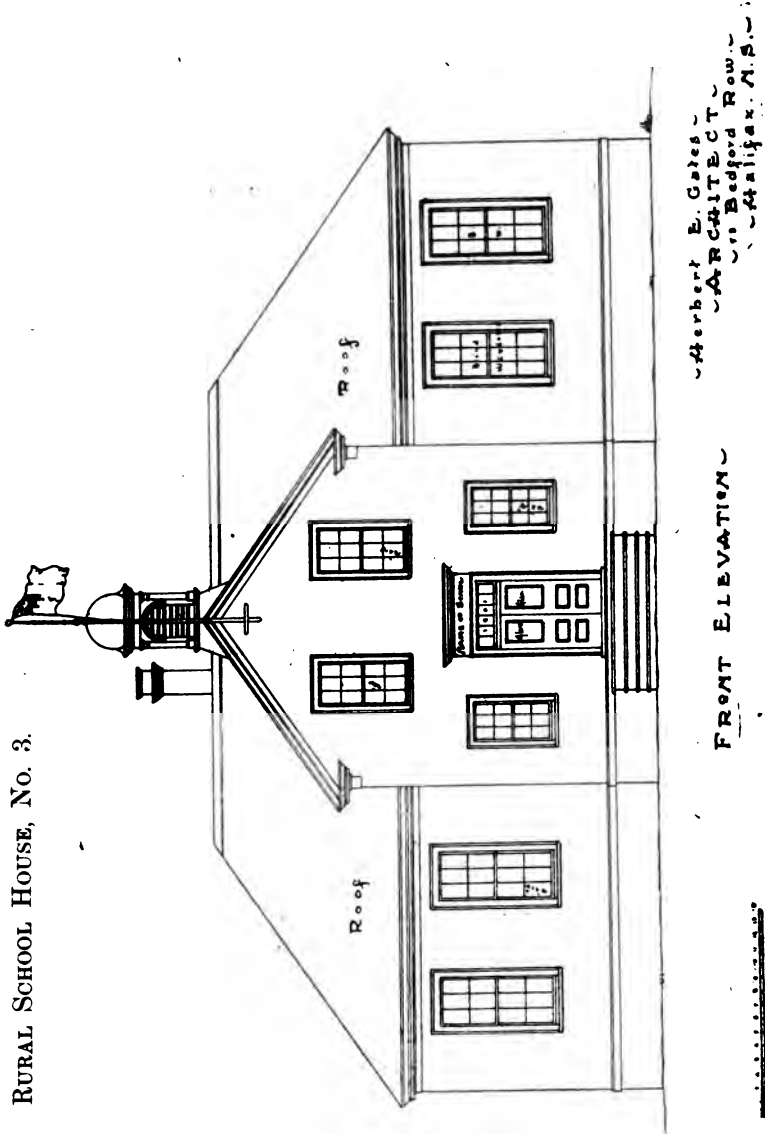


~ SECTION ~ Herbert E. Gates
- ARCHITECT -
30 Bedford Row
Hartford, N.H.

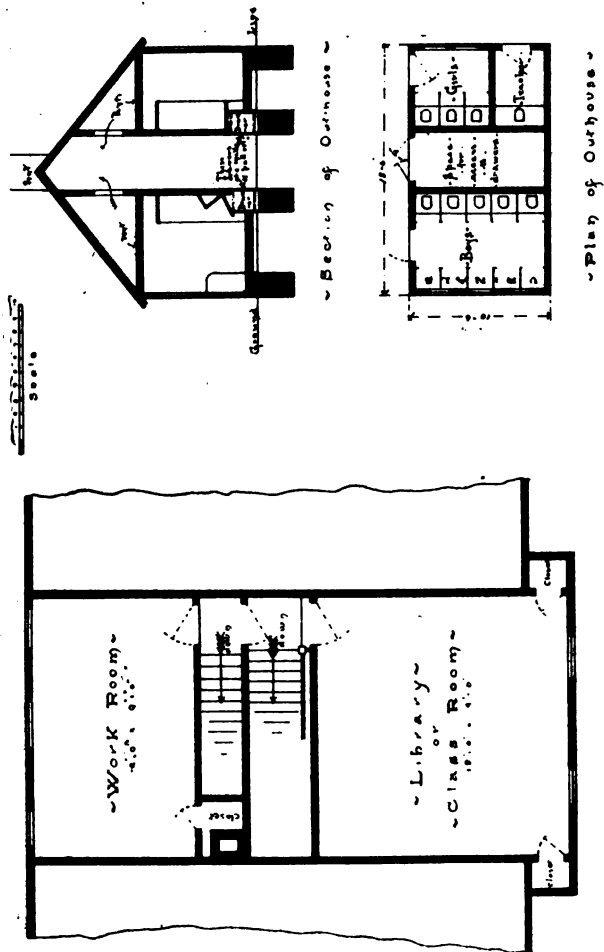
RURAL SCHOOL HOUSE, No. 3.



RURAL SCHOOL HOUSE, No. 3.



RURAL SCHOOL HOUSE, No 3.



Herbert E. Gates
ARCHITECT
Helix N.S.

SECOND FLOOR

SCHEDULE B.

[See Reg. 85 (g), page 80.]

PRESCRIBED FORM OF APPLICATION FOR PROVINCIAL HIGH SCHOOL EXAMINATION.

To Inspector of Schools: May, 190.....
 I, a duly licensed teacher of Class do hereby certify that the candidates, whose names are given below from No. 1 to No. inclusive, will, to the best of my knowledge, have completed, before the date of next examination, the full imperative Course of Study up to and including the Grade for which they hereby respectively apply; and that they are good *readers and writers*. I also forward herewith on behalf of these candidates dollars, being the amount of fees required under sub-section (b) of Regulation 85, "Provincial Examination of High School Students" as specified in the list below.
 Candidates intending to take the M. P. Q. Examination (fee \$2.00, payable to the Deputy Examiner at Examination) are indicated by the letters M. P. Q. in the column headed "remarks" below; or the "supplementary" (fee \$1.00), by the syllable "supp." etc.
 Signed Principal of School, Co.

No.	NAMES OF CANDIDATES (in full.) (This forms part of the permanent and official record of the Education Department. The names must therefore be written herein distinctly, correctly and without contraction.)	Age 1st August next.		Post Office Address of each Candidate.	Grade applied for.	PROVINCIAL GRADE NOW HELD, OR PREVIOUSLY WRITTEN FOR.			Fee under Reg. 85 (b).	REMARKS. [†]	Class of License to be applied for. [‡]	
		Yrs.	Mos.			Grade	No.	Station.				Year.

*If a candidate has a physical defect preventing good reading or writing, application may be made if qualified by and accompanied with a particular and authentic description of the case for the consideration of the Education Department.
[†]Titles of Supplementary papers to be written by candidates should be indicated here.
[‡]The Class of License the candidate intends applying for at Examination should be indicated here by the letters D. C. B. or A.

APPENDIX.

AN ACT RELATING TO THE PUBLIC SCHOOLS OF THE CITY OF HALIFAX.

(Passed 4th day of April, 1901)

Be it enacted by the Governor, Council and Assembly, as follows:—

1. The City of Halifax shall be one school section, and there shall be twelve Commissioners of Schools for such City appointed, six by the Governor-in-Council, and six by the City Council as in this Act provided; and the twelve Commissioners thus appointed shall constitute a Board of School Commissioners for the City of Halifax, and such Board shall be a body corporate under the name of the Board of School Commissioners for the City of Halifax, and subject to the provisions of this Act shall have all the powers and perform all the duties conferred and imposed upon Trustees and Commissioners of Schools by the Education Act, Chapter 52, the Revised Statutes, 1900.

2. The six Commissioners appointed by the Governor-in-Council shall hold office during the period of three years, the two senior Commissioners retiring on the first day of November of each and every year; and the Governor-in-Council shall appoint two persons to fill the places of the two retiring Commissioners, who shall hold office for three years.

3. The Commissioners appointed by the City Council shall likewise hold office during the period of three years, the two senior Commissioners retiring on the first day of November in each and every year; and the City Council on the first day of November of each year, or as soon thereafter as conveniently may be, shall appoint two persons to hold office for three years, to fill the places of the two retiring Commissioners.

4. Any such Commissioner, whether appointed by the Governor-in-Council or the City Council shall be eligible for re-appointment to the Board for a second term of three years, but not for a third term until the expiration of twelve months from the time of his going out of office.

5. Any extraordinary vacancy in the Board caused by death, resignation, removal from the city, refusal or inability to act, or other causes, shall be filled by a person appointed by the body or authority who shall have appointed the person causing the vacancy to hold office for the unexpired term of the person so causing such vacancy.

6. If from any cause all or any of the persons to be

appointed, either by the Governor-in-Council or by the City Council under the provisions of this Chapter shall not have been appointed at the time fixed for such appointment, or having been appointed shall not act, it shall be lawful for the Commissioners who may have been appointed and consented to act, to act until the vacancies so existing shall be filled up.

7. At the first meeting of the Board in November in each year they shall elect a chairman and vice-chairman, who shall, if they continue to be members of such Board, remain in office until their successors are appointed.

8. Notice of the first appointment of the Commissioners and of all subsequent appointments shall be published in the *Royal Gazette* as soon as conveniently may be after such appointments.

9. The Board of Commissioners shall have power, by resolution or otherwise, to apportion to each and every school or department, an area from which the pupils residing within such area may attend such school or department; and such Board shall take all the necessary steps to provide sufficient school accommodation, and shall furnish annually to the Superintendent of Education a report of their proceedings under this Act; also returns of all schools subject to their control, and a statement of the appropriation of all moneys received and expended by them under the provisions of this Act and the Education Act.

10. The Board of Commissioners are authorized to co-operate with the governing body of any city school on such terms as to the Board shall seem right and proper, so that the benefits of such school may be as general as circumstances will permit; and the Board may make such allowance to any such school out of the funds under their control as shall be deemed just and equitable; but no public funds shall be granted by them in support of any school unless the same be a free school under the provisions of the Education Act.

11.—(1) On request of the Board of Commissioners specifying the amount required in addition to the sums provided from the provincial treasury for the yearly support and maintenance of the schools under their charge, the City Council shall be authorized, and are hereby required to add a sum sufficient, after deducting costs of collection and probable loss, to yield the amount so specified by the Board, to the amount to be rated upon the city to be levied and collected from the ratepayers thereof.

(2) The amount so specified by the Commissioners shall not exceed 90,000 dollars in any one year, unless a detailed and itemized estimate showing the amount so specified and

required for the various services has been first submitted to and approved by the Governor-in-Council. The Governor-in-Council before approving said estimate shall notify the Mayor of the time and place they will consider said estimate and the City Council may appear before them and oppose said estimate or any item thereof, and after said estimate has been approved by the Governor-in-Council a certificate of such approval shall be forwarded to the Mayor, and the amount so approved shall be rated upon the property of the ratepayers as provided in this section.

(3) The city treasurer shall on the first day of each month pay to the Board of Commissioners an instalment of one-tenth of the amount so specified as required for school purposes, and in case a sufficient sum is not collected from the school rates to pay such instalment, the mayor shall borrow the difference from any bank, and the amount so borrowed shall be paid by the city treasurer from the uncollected taxes, and the interest paid, if any, on said loan shall be rated each year upon the property of the ratepayers and collected in the same manner and with the same rights, remedies and liens as the ordinary rates and taxes of the city of Halifax.

12. The objects to be provided for by the Board of Commissioners out of the sum so assessed shall be the salaries of teachers and assistants, and of the secretary of the Board, the leasing of lands and buildings for school purposes, the repairing and improving of grounds and buildings, the cleaning, fuel and insurance of school houses, the purchase of prescribed school books and of library books, the interest payable on debentures issued by the Board, the cost of supervision of schools, of enforcing the City Compulsory School Act, special instruction to teachers, school apparatus and stationery, and all other expenses required in the due execution of the different powers, duties and trusts vested in the Board.

13. The Board of Commissioners shall have power to select and purchase sites for school buildings, and shall have power to borrow money for the purchase of the same; as also for the purchase or erection of school buildings, the improvement of school grounds, and the purchase of suitable furniture and apparatus for the schools under their control, and for the redemption from time to time of the debentures in the next section mentioned, as they mature; but the Commissioners shall not enter into any contract for the purchase of any land nor for the erection of any school building until such contract has been submitted to and obtained the approval of the Governor-in-Council. The Board shall also have power to renew existing leases.

14. To enable the commissioners to borrow money, they may issue debentures in such form and for such sums as they decide upon, payable with interest in twenty-five years from the date thereof, free from taxation; such debentures to be a charge on the city of Halifax, and the interest thereon to be paid every six months, and to be included in the sum specified and required to be rated upon the inhabitants of the city as aforesaid. The debentures shall be sealed with the Corporate seal of the Board, and shall be signed by the chairman and countersigned by the secretary.

15. The Board of Commissioners are hereby invested with the title to all public school property, real and personal, within the city, and may sell and dispose of the same or any part thereof, and with the proceeds may, subject to the provisions of this Act, purchase new school house sites and erect new school houses in such place and at such times as they deem expedient.

16. The Commissioners shall appoint their own secretary and fix his salary.

17. The Superintendent of Education shall be empowered to pay to the Board of Commissioners the grants provided by law for teachers and assistants employed in the city.

18. The Board of Commissioners for the city shall be empowered to dispose of debentures authorized under this Chapter at current rates.

19. The Board of Commissioners shall be entitled to receive a sum, in no case to exceed a thousand dollars annually, as remuneration for their services; such remuneration to be apportioned according to the promptness and regularity of the attendance of the members of the Board, and the amount of labor performed by each, as the Board may decide.

20. The Commissioners of Schools for the city of Halifax are authorized to effect insurance on school houses.

21. Nothing in this Act shall be construed to affect the provisions of sections 79 and 80 of the Education Act, Chapter 52, of the Revised Statutes, 1900.

22.—(1) In order to provide a sinking fund for the payment of debentures now issued, or hereafter to be issued, under the provisions of the school law, the Board of School Commissioners shall annually include in the estimates of the sums required for the purposes of the Board, such sum as may by resolution be determined by the Board, not however to be less than one per cent. of the entire debenture indebtedness of the Board, and such sum shall be rated and collected in the same manner and with

the same remedies as other rates and taxes in said city of Halifax are rated and collected.

(2) Such sum, when paid to the Board, shall be deposited in some chartered bank in the city of Halifax to the credit of an account to be called "The Halifax School Board Sinking Fund Account," on deposit, bearing interest, and such sum shall be used for payment of the debentures now issued, or hereafter to be issued, under the provisions of the school law and for no other purpose.

(3) Any member of the said Board who shall move, second, put or support by his vote any motion, resolution, or proposal under or in pursuance of which any portion, or the whole of the moneys directed by this Act to be held as a sinking fund, shall be diverted to any other object, shall forfeit his seat at the Board, and shall be liable to a penalty of four hundred dollars to be collected at the instance of any ratepayer who may sue therefor, and one-half of said penalty shall be for the benefit of the person so prosecuting, and the other half shall be placed to the credit of the said sinking fund.

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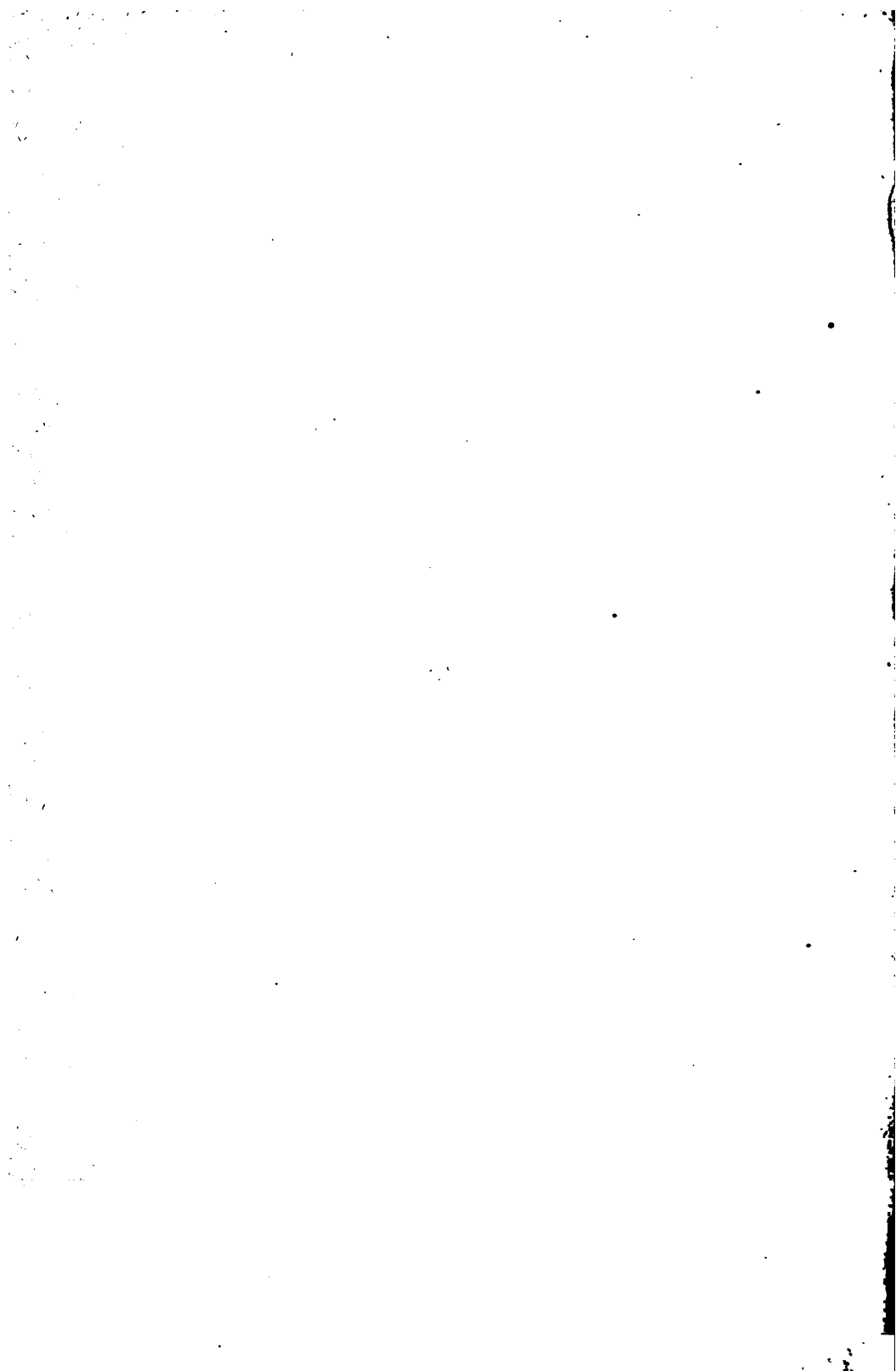
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